

# The A.T.A. MAGAZINE

W. Lorne Smith  
10822-123 St.

OFFICIAL ORGAN OF THE  
ALBERTA TEACHERS' ASSOCIATION

VOLUME 23

NO. 3

## A More Vital Need

Here at home the federal government is asking for the conservation of rubber and gasoline, of tires and scrap iron, and other materials. These are vital, but human resources are more so. It is high time the federal government spends a few million dollars a year in the development of manpower and womanpower which is vital in winning the war and the peace to follow. The need for general federal aid for education in states which are unable to support an adequate school system is amply documented.

—WILLARD E. GIVENS, Executive Secretary,  
National Education Association.

NOVEMBER, 1942



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## War Geography Atlas

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# The A.T.A. Magazine

*Official Organ of The Alberta Teachers' Association*



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JOHN W. BARNETT, Managing Editor  
Imperial Bank Bldg., Edmonton

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Volume 23

November, 1942

Number 3

## EDITORIAL

### NEITHER DOES THE TAX DOLLAR GO SO FAR

IN practically all cases where disputes exist between school boards and teachers the expectation is never disappointed that the school board will urge: "We would like to pay more to the teachers, but we could only do it by raising the mill rate, and the taxpayers just won't stand for that." The statement that the taxpayers "will not stand for it" we venture to suggest is mere rationalization. To be perfectly honest, we think the ratepayers are given discredit for something upon which they have not been privileged either to vote or to inform themselves fully. We think it would be far more honest if the school board members of the type mentioned here, instead of sheltering behind the ratepayers, would be frank enough to admit that the trouble lies not in the ratepayers but in themselves: in other words, that the members of the board just don't want to pay any increased taxes themselves—if they can elude doing so—and presume it may be taken for granted that every other taxpayer within their sphere of authority feels exactly the same way about it. We venture to suggest also that if the whole matter be placed fairly and squarely before the taxpayers many school board members who act that way would get a surprise. After all, the average

taxpayer is fairminded and will express an honest opinion and arrive at a generous decision once the whole circumstances are laid before him.

THE average farmer knows that every dollar paid for machinery, for labor, for food, clothing and shelter for himself and his family, does not go as far as the dollar went in 1939. The 1939 dollar went approximately just as far as One Dollar and eighteen cents would go today. We cannot believe that the intelligent taxpayer or farmer could feel otherwise than that it is unreasonable to hold that One Dollar paid in school taxes can be expected to go as far as One Dollar paid in school taxes in 1939. That being the case, it follows logically that the mill rate must be raised as the purchasing power of the dollar declines: that is to say, unless more dollars are paid in taxes, unless the mill rate is raised, then the value received from money paid in taxes must obviously be less—unless, of course, somebody is being gypped. School board members know that when they construct new buildings, purchase school equipment, stationery and a host of other things, they get less per dollar expended in such purchases as the cost of living index advances. Such being the case, if the mill rate is not raised, if more money is not paid in taxes, and if more money is paid for everything but teachers' salaries, the teachers must go short and by some magical means stretch the dollar. The Vegreville School Division was financed on a mill rate of thirteen in 1938. For, therefore, equal value received, in terms of the purchasing power of a dollar from the taxes the mill rate would have to be increased, to keep its purchasing power on an even keel, by approximately eighteen per cent: in other words, that mill rate of 13 should now be 15.3. If the Vegreville mill rate were raised two mills undoubtedly there would be no trouble in financing the award of the Board of Arbitration, leaving something to spare.

2  
1  
HOW can anyone argue that, if a school board has to pay more these days for everything else but teachers' services, they can keep the mill rate static without mulcting the teachers? There is no Aladdin's lamp for the teachers to rub whereby they may vest themselves with the occult power to make their salary dollars go farther than the dollars paid to anybody else. The whole spirit behind the cost of living regulations of the Dominion Government is to give compensation to workers for the decreased purchasing power of the dollar. If teachers were treated as the Dominion Government expects all employees to be treated, every teacher, in addition to his payment according to schedule, should be receiving twenty-five cents per week per point rise in the cost of living index based on the August 1939 living costs. If brought into line with these regulations the amount provided in every schedule of salaries between school board and teachers should ensure an additional number of dollars paid in year of  $25 \times 18$  (where 18 is the number of points increase in the cost of living index)  $\times 52 =$



\$234, which they are not receiving. Surely it requires no acute mind to understand that teachers as a class are being subjected to most unfair discrimination. And all this leaves out of consideration that teachers must pay increased income taxes and meet other state demands.

### TEACHERS AND INCOME TAX DEDUCTIONS

THERE has evidently been some confusion as to the interpretation of the letter from Mr. W. G. Skinner, Inspector of Income Tax, which appeared in our September issue, page 8, with regard to teachers and income tax deductions. Inquiries have come into the A.T.A. office from both teachers and school board secretaries, and to clear up the misunderstanding we made further inquiry to the Inspector of Income Tax and received the following reply in response thereto:

Dear Sir:

I beg to acknowledge your letter of the 20th instant, with regard to the procedure to be adopted by School Districts where the salary is paid in ten monthly payments, and regret if any misunderstanding occurred upon receipt of my letter of September 1st. The correct and full procedure to adopt is as follows:

You will take the year's salary and divide by twelve, from this you may deduct  $1/12$  of the yearly payment to the superannuation fund and this will give you the monthly income of the teacher. You will now refer to the Table of Deductions and take  $12/10$  of the amount shown in the appropriate column and continue this for ten months. For example a single person with no dependents receives \$1,500.00 annual salary in ten monthly payments. Division by twelve produces an amount of \$125.00. The tax to be deducted as shown in the Table of Deductions is \$21.71 and Savings Portion of \$9.00. Taking  $12/10$  of these two amounts raises them to \$26.05 and \$10.80 respectively.

I trust this will make the matter clear and assist you in making the correct deductions.

Yours faithfully,

W. G. SKINNER,  
Inspector of Income Tax.

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November 8th-15th is Education Week throughout Canada.  
Help to publicize the work of the schools.

# President's Newsletter - -

Dear Fellow Teachers:—

Many of you have already been acquainted with the unfortunate situation which exists between the teachers of the Vegreville Division and



J. A. Smith

their employing board. I am certain that all of us regret very deeply the circumstances which left no alternative open to the teachers in this Division. They have made their stand, the Provincial Executive has unanimously endorsed it, and

many of you have already openly pledged your support.

No avenue for avoiding this apparent clash is being left unexplored. During the past week-end the officers of the Association met with members of the Alberta Trustees' Association Executive in an attempt to reach a settlement. I am very sorry to report that nothing was accomplished. The Trustees presented us with several proposals which I shall briefly outline to you:

First: Would we co-operate with them in asking the Provincial Government to set up a commission whose duty it would be to go into the whole question of educational finance and teachers' salaries in this Province and make a report. Your representatives were in agreement with this proposal in its broad implications. Terms of Reference of this Commission, etc. were not discussed in detail.

Second: Would we recommend to the Vegreville divisional staff that they postpone strike action until this commission had met and made its re-

port. Our reply to this proposal was that we felt the teachers of the Vegreville Division should be paid in accordance with the arbitration award until the commission's report was prepared, and that if in this report the commission felt that the salaries paid to these teachers were too high we would recommend the acceptance of the commission's findings.

Third: If we would not recommend delaying the strike until the commission had made its report, would we recommend postponement of it until after the Annual Meeting of the Trustees' Association. We were not given any assurance that the situation would be one whit changed after this Annual Meeting, nor were we assured that, even though the Annual Meeting of the Trustees should happen to recommend the acceptance of the award, the Vegreville divisional board would be prepared to accept it.

We did our best to arrive at a solution to this problem, but took the stand that the only immediate settlement would have to be acceptance of the arbitration award. In view of our stand the Trustees decided not to proceed with the request for the establishment of a commission.

Today, October 26th, the Minister of Education asked us to request that the strike be postponed for one week. This request has been made. I sincerely trust that this dispute will be satisfactorily solved during the next two weeks. I can assure you that we will do our best to co-operate in all attempts. However, I feel that the arbitration award must be honored and will not be a party to any settlement that does not include the implementation of this award.

Faternally yours,

JAMES A. SMITH.

The A.T.A. Magazine

# Dominion Aid for Education

We publish herewith a draft of a proposed Bill which might be considered suitable for enactment by the Canadian Parliament. It is drafted along the lines of the United States Federal Aid Bill S. 1313 which is endorsed by the United States Senate Committee on Education and Labor.

## A BILL

To promote the general welfare through the appropriation of funds to assist the Provinces in reducing inequalities in educational opportunities through public, elementary and secondary schools.

**Short Title**      **Section 1.** This Act may be cited as the Educational Finance Act, 1942.

**Interpretation**      **Section 2.** (a) "Minister" means the Minister of Finance.

(b) "School" means any school operating any grade or grades up to and including matriculation to University, created under the authority of any general provincial statute, and which derives its revenues mainly from local taxation or provincial public funds.

**Control of Schools**      **Section 3.** The Government of the Dominion of Canada shall not, either directly or indirectly, or through the agency of any person exercise any supervision or control over any school with respect to which any funds are expended pursuant to this Act, nor shall any term or condition of any agreement under this Act relating to any contribution under this Act to or on behalf of any school or province permit or authorize the Government of the Dominion of Canada, or anyone on its behalf, to control the administration, personnel, curriculum, instruction, methods of instruction, or materials of instruction of any school.

**Appropriation**      **Section 4.** For the purpose of more nearly equalizing school opportunities in the Dominion of Canada, there is hereby authorized to be appropriated out of the general revenues for the fiscal year ending March 31st, A.D. 1944, and for each year thereafter, the sum of \$..... to be apportioned to the provinces as hereinafter provided.

**Apportionment**      **Section 5.** (a) Funds appropriated under the preceding section shall be apportioned to the respective provinces by the Minister in the following manner: The amount apportioned to each province shall be an amount which bears the same ratio to the total amount made available as the index of financial need of such province bears to the sum of the indexes of financial need of all the provinces. The index of financial need of the respective provinces shall be computed as follows:

- (1) For each of the provinces the Minister shall compute the percentage that the number of inhabitants five to seventeen years of age inclusive in that province is of the number of such inhabitants of the Dominion of Canada.
- (2) For each of the provinces, the Minister shall compute the percentage that the total personal net income in that province is of the total personal net income in the Dominion of Canada.
- (3) For each of the provinces, the Minister shall compute the excess, if any, of the first mentioned percentage over sixty-five per centum of the second mentioned percentage. This excess, if any, in each of the respective provinces shall be the index of financial need.

(b) The statistics required for the computation of the indexes of financial need shall be those recorded by the Bureau of Statistics of the Government of the Dominion of Canada, and the indexes shall be recomputed upon every revision of such statistics.

(c) In the event that any province fails to enact enabling legislation and comply with the conditions precedent to payment hereinafter contained, the funds apportioned to such province in each year of default shall in the next succeeding year be apportioned to the remaining provinces in the same manner mutatis mutandis as is heretofore provided.

**Payment**      **Section 6.** The Minister shall in each year pay to the Provincial Treasurer of each province which has passed enabling legislation and complied with the conditions precedent to payment the sums apportioned to such province for that year; and each such Treasurer shall account for the monies received as trustees of the funds of the Government of the Dominion of Canada, and shall pay out such funds only on the requisition of the provincial Department of Education.

**Availability of Appropriation**      **Section 7.** The funds paid to a Provincial Treasurer under this Act shall be available for disbursement to school jurisdictions for all types of school expenses, including the purchase of land and the construction, improvement and equipment of such school buildings as the provincial Department of Education finds to be in the interest of greater efficiency and economy, not to exceed twenty per centum of the funds received herefrom and including the expenses of the provincial Department of Education for the efficient administration of the funds received under this Act, not to exceed two per centum of the funds received herefrom.

**Enabling Legislation**      **Section 8.** (a) In order to qualify for receiving funds appropriated under this Act, a province shall enact legislation providing for:

## TEACHERS

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<i>Choose Your World</i>	<i>Behind the Headlines</i>

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Radio Station CKUA  
Department of Extension  
University of Alberta  
Edmonton, Alberta.

- (1) The administration by the provincial Department of Education of the funds to be received.
- (2) The appointment of the Provincial Treasurer as trustee for funds paid under this Act.
- (3) An adequate system of auditing by the provincial Department of Education of the expenditure of funds received and apportioned to school jurisdictions.
- (4) An adequate system of reports from school jurisdictions to such Department.
- (5) Such reports to the Minister with respect to the expenditure of funds received and the progress of education generally, in such form and containing such information as the Minister may require.
- (6) A reasonable plan which may be formulated and adopted by Order-in-Council, apportioning the funds received under this Act in such a manner as to reduce substantially inequalities among the schools and school jurisdictions, taking into account the educational load, the need for improved educational facilities for children of minority religious groups where they are by law in separate schools and the financial resources available to such school jurisdictions: provided, that each such plan may be revised or amended by giving notice to the Minister, but no such amendment or revision shall be unreasonable.
- (7) The prompt transmission by the provincial Department of Education to the Minister of certified copies of the enactments and apportionment plans, and any amendments or revisions thereof, required herein in connection with such funds.

(b) The funds appropriated under the authorization of this Act shall be allotted only to those provinces which, during the fiscal year preceding the fiscal year in which the apportionment is made, have provided from provincial public revenues for all school purposes a total not less than the total amount spent for such purposes in the fiscal year ending in 1941.

#### **Auditing**

**Section 9.** The Minister shall cause an audit to be made of the expenditure of funds under this Act by each provincial Department of Education, and shall review audits made by such Department with respect to its school jurisdictions. If the Minister finds that any appropriation of such funds is expended by any provincial Department of Education or its school jurisdictions in a manner contrary to any provision of this Act or any plan of apportionment or shall otherwise be lost or unlawfully used, an equal amount shall, after reasonable notice, be withheld from the next ensuing payment to the Treasurer of any such province, unless such amount is replaced by such province and expended for the purposes originally intended. All funds expended under the provisions of this Act shall be expended only for public agencies under public control.

**Section 10.** The Minister shall suspend payments under this Act to any Provincial Treasurer when, after notice and hearing, any such province has failed to replace funds received under this Act which are lost or unlawfully used or expended in any manner contrary to the provisions of this Act or any plan of apportionment, or has failed to make required reports with reasonable promptness. Upon the rectification of such failure, the Minister shall transmit to the Provincial Treasurer the amount so suspended. The sums authorized to be allotted to any Provincial Treasurer under this Act shall remain available for a period not exceeding one fiscal year after the fiscal year for which the allotment was made.

#### **Authorization for Administration and Research**

**Section 11.** For services and other expenses necessary to the administration of this Act and for the making of necessary surveys and other studies in connection with the best utilization of the grants to the provinces authorized in this Act, there is hereby authorized to be appropriated for each fiscal year an amount equal to half of one per centum

of the total amount authorized to be appropriated for each fiscal year hereunder. Any of the funds appropriated under the authorization of this section may be allocated by the Ministers of provincial Departments of Education for the surveys or other studies pertinent to the best usage of the funds received under this Act. Such allocations shall be made by joint agreement between the Minister and the provincial Minister of Education, and suitable provision for audits, reports and repayment to the Minister of amounts unexpended, lost, or misapplied shall be incorporated therein.

#### Reporting

**Section 12.** The Minister shall publish annually a full and complete report of the expenditure of the funds herein appropriated, which shall include an analysis and summary of the legislation and administrative provisions adopted by each province for the expenditure of funds received through this Act, and also statistical information showing the degree to which each of the provinces has accomplished the improvement and equalization of educational opportunity, in comparison with previous years, especially as measured for the various school jurisdictions by availability of education, length of minimum school term, the proportion of children of school age in average daily attendance, provision for reading and other instructional materials, provision for pupil transportation and average expenditures per pupil, and in provinces maintaining separate schools for minority religious groups, the degree of equalization obtained, and other information pertinent to the status and progress of education. In all such reports relating to the status of education in provinces where separate educational facilities are maintained by law for any minority religious group, data relating to such separate educational facilities shall be separately reported.

#### Miscellaneous

**Section 13.** The Minister may, from time to time, make regulations for the proper carrying out of the provisions of this Act.

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# U.S. SENATORS URGE ACTION ON FEDERAL AID

Reprinted from **Edpress News Letter**  
October 6, 1942

**IMPATIENCE** for action on S.1313 (See reprint from **Edpress News Letter** appearing on page 7 of our September issue) which would provide general federal aid for elementary and secondary schools was voiced by a number of United States Senators on the floor of the Senate on October 2, 1942. The discussion was set off when **Senator Elbert D. Thomas of Utah** presented a petition to the President of the Congress asking for the early passage of S. 1313 which was signed by either the chief state school officer or the executive secretary of the state education association, or both, in forty-two of the states. Said Mr. Thomas: There are twenty-eight states in the Union which, on the basis of a 52-week year, pay their teachers an average of less than \$25 a week; nineteen states, less than \$20 a week; six states, less than \$15 a week; and two states, \$12 or less a week.

**Senator Hill of Alabama** said: "I wish to call attention of the Senate to a new and, to me, a startling inequality in the matter of educational opportunity. As we know, the Federal Government has established Japanese colonies in the State of Arkansas. The Federal Government is providing schools in those colonies for the education of the Japanese children in the colonies. A survey of the salaries paid to teachers in those schools for Japanese children shows that the minimum weekly salary of the lowest-grade elementary school teacher is \$24.23. The minimum weekly salary of the upper-grade elementary school teacher is \$31.15. The mini-

mum weekly salary of the high-school teacher is \$38.46. In contrast with the salaries paid by the Federal Government for the education of Japanese children, we find that the average weekly salary of teachers, principals and supervisors—not the lowest grade teachers, but principals and supervisors—in Arkansas public schools, elementary schools, and high schools is \$11.23." (All figures based on 52 week year).

**Senator Johnson of Colorado:** "I concur wholeheartedly. . . . I am ashamed to say that in my own State because of a lack of funds nine schools in one county have not been opened this year. Yet at the same time there is in my State a Japanese colony where the teachers are receiving more pay than the pay received by those teaching our own children, and where the Japanese children are receiving educational advantages far beyond those received by our citizens."

**Senator Rosier of West Virginia:** "I say we have come to a time when the States as related to local communities and the nation as related to the States must assume responsibility for the educational problem. . . . I join with all those who are supporting it (S. 1313) not only as a war measure . . . but more especially as a measure to preserve our institutions after this war shall have ended."

**Senator Stewart of Tennessee:** "I wish to say to those who have already spoken on this matter that I am in hearty accord with those who favor the passage of the bill referred to . . ."

**Senator Nye of North Dakota:** "I am intensely interested in what may be the outcome of the consideration involving Senate Bill 1313 . . . it is all



the more important that before long the Senate accomplish the passage of the bill to the end that there may be opportunity for the House to act before the end of the present session."

**Senator Ellender of Louisiana:**  
"Mr. President, this problem is now beyond the talking stage. We need action. . . . We should enact Senate Bill 1313 without delay and I suggest to our distinguished majority leader that the bill be called from the calendar at the first opportunity."

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# For King and Country



Names of a further 18 teachers who have enlisted in His Majesty's Armed Forces or entered upon war work are published below. The total of names published now stands at 433.

Taber School Division Number 6—  
Harry Cummins.

Lamont School Division Number 18—  
William Melnyk.

Sturgeon School Division No. 24—  
Marc M. Bernard.

Vermilion School Division No. 25—  
Harold W. Webber.

St. Paul School Division No. 45—  
William P. Wynnyk.

Barons Consolidated School District  
No. 8—C. Jarvis Miller.

Bawlf School District No. 1463—  
Oscar Fadum.

Cereal School District No. 3192—  
Marjorie N. Russell.

Edmonton School District No. 7—  
George L. Davies, Joseph N. Mc-  
Callum, William P. Wagner.

Hardisty School District No. 1659—  
Clarence J. Gillespie.

Lethbridge School District No. 51—  
George R. Castles, Lorne H.  
Blackbourne, T. C. Segsworth.

Mundare School District No. 1603—  
Marie M. Baron.

New Vegreville School District No.  
1480—Mrs. Eva M. Murray.

Spirit City School District No. 3361  
—Douglas Alexander Blackie.



Divisional Superintendent R. J.  
Scott of Sturgeon School Division  
Number 24 and E. G. McDonald of  
Lac Ste. Anne School Division Num-  
ber 11 have recently left also to enter  
the Armed Forces.



## CAN YOU HELP US ?

**Note:** Anyone reading these lists who knows of teachers, either enlisted or engaged in war services, whose names have not appeared in these columns would be performing a service if they would send this information along to the A.T.A. office in Edmonton. We feel certain that many withdrawals from the profession are due to such enlistment, but have no information other than that the individuals are no longer teaching. Please let us know of any enlistments or entries into war services from the teaching profession that are not recorded in *The A.T.A. Magazine*.

**The A.T.A. Magazine**



# Our Good Neighbors of South America

By DR. DONALDA DICKIE  
Provincial Normal School, Edmonton



THE information on South America presented below has been selected and arranged from material collected by the Honorable James A. MacKinnon, the Minister of Trade and Commerce, on his recent trip to that continent. Not only Mr. MacKinnon, but Mr. Hanson, Mr. Blackmore and Mr. Coldwell also, in their speeches during the debate on the treaties negotiated by the Minister, stressed the great importance of increasing the knowledge and interest of Canadians in our South American neighbors. With a view to arousing interest among the teachers and students of Alberta, Mr. MacKinnon offered a digest of his materials to the Alberta teachers' magazine. It is hoped that the material presented herewith may be of use to pupils in Division II, the Intermediate and, perhaps, the Senior High Schools in planning and working out enterprises based on problems connected with Canadian-South American relations.

There are many social situations that present problems, the solutions of which might be worked out as enterprises using the information given below, as:

1. Wanting a **Winter Holiday**, the class might make a tour with the Minister and his party. Hansard<sup>1</sup> (King's Printer, Ottawa, 5c) gives a full account of the countries visited, the work done and the many entertainments enjoyed.

2. We learn that it is important for

Canadians to know more about South America. To help us find out more we might arrange a **South American Fair**, with exhibits related to life, industries and products of the sub-continent.

3. Or, we might prepare a map of South America, showing the kinds of country, resources, industries and products of the continent.

4. Needing to know more about South America, a good way to begin would be to find out what business Canada does there. To do this, the class might make a chart of what Canada buys from, and sells to, South America at the present time.

5. Or, we might find out and make a report upon the activities of the great Canadian companies that do business in South America, e.g., The Royal Bank of Canada, San Paulo Tramways, Light and Power Company of Brazil, International Petroleum of Peru.

6. Canada has lost many of her European markets as a result of the war. It is important to us to find new ones. The class might make a study, comparing North with South America in soil, climate, resources, with a view to finding out what we could sell to, and what buy from, them.

7. Trade relations between two countries cannot be stable unless each buys from, and sells to, the other about equal amounts. Make a chart showing how the balance of trade stands as between Canada and any of

<sup>1</sup> Hansard, Vol. LXXX, No. 27, for Friday, February 27, 1942.

the South American countries and suggesting what additional goods might be interchanged to correct the balance.

8. Wishing to know more about the people of South America, make a movie of a tourist trip through the continent.



9. Or, plan a Library Day, each student to read a book on South America and report on the same.

10. Or, prepare a program on South America, giving reports, stories, songs, dances, pictures of costumes, etc.

The Minister of Trade and Commerce and his party of four experts, making the first trade mission ever sent by the Canadian Government to South America, left Ottawa in August and spent ten weeks in the six most important countries of South America. These six countries have a total population of 75 millions. They import (1938) \$956 millions worth of goods and export over a billion dollars worth annually; a market well worth sharing. In 1938, Canada sold to these six countries \$9.9 millions worth of goods and bought from them \$6.2 millions, the balance of trade being in our favor by \$3.7 millions. In 1941, we sold them \$20 millions worth and bought \$28 millions, leaving the balance of trade in their favor by \$8 millions.

The purpose of the mission was to make all possible efforts to improve Canada's present trade with South America, but more particularly to lay the foundations for trade after the war; to advertise Canada in the South, to make friends for her there; to find out any obstacles to trade and, as far as possible, to remove them; to arrange trade treaties wherever possible.

Until 1941 Canada had never had a trade treaty with any South Ameri-

can country; her trade with that continent was all done under a British treaty signed in 1825. The Minister found that until 1939 South Americans had known only vaguely of Canada as a country lying between the United States and the North Pole. Since the beginning of the war, however, they have come to know and respect Canada greatly for her fine war effort. Our only ambassadors in the sub-continent have been the great Canadian companies that do business there, as: The Royal Bank of Canada; the Insurance Companies; International Petroleum, Brazilian Traction, etc. These companies have built Canada a reputation for friendliness, reliability and fair dealing. The Minister reports that his party was received with the greatest courtesy everywhere; they were treated as guests of the governments, taken to see many places of interest, entertained at dinners and receptions. In most of the countries, they found a committee appointed and ready for discussions with them so that they were able to complete their business quickly.

The trade mission sailed from New York by the Panama, landed at Guayaquil, the port of Ecuador, and travelled by train and car to Quito. Ecuador is a small, poor country with a population of 3.2 millions, mainly white. It lies astride the equator and the coastal plain is hot, but the high altitude of the rest of the country gives it a pleasant climate. Cocoa is the chief crop, but it has been impaired of late years by the witch-broom blight. The Canadians climbed 9,500 feet to Quito, mounting from climate to climate, passing through great fields of pineapples, bananas, coffee, cocoa; then through grain and vegetables. Everywhere the green of the land was splashed with the red, blue, orange, yellow costumes of the toiling Indians. These poor folk are uneducated and miserably paid, but

they are free and some even own land.

The mission went, the following morning, to call upon the President and was kindly welcomed. As they had only one day to spend in Quito, they were soon introduced to the committee and began their discussions. The balance of trade being against Ecuador she had, in 1936, put a surtax of 50 per cent on all Canadian goods; this stopped our trade completely. The mission was anxious to improve this situation. The Ecuadorians were friendly and the talks ended in an agreement by which Canada granted Ecuador most-favored-nation treatment, that is, our intermediate tariff, and Ecuador allowed Canada the same reductions of duties that she allows to the United States. Canada's main export to Ecuador is flour. The surtax stopped this trade but, since the agreement, we are again shipping flour to her. We sell her also: newsprint, paper bags, farm implements, chemicals, leather, wall paper, electrical apparatus, and she sells us petroleum, cocoa beans, crude rubber, coffee, bananas and hard woods.

The next day our party flew to Lima, pausing at Talara, the headquarters of the Canadian "International Petroleum". The plane flew along the coast, which is barren except for irrigated valleys where cotton and sugar are grown. The minerals, copper, gold and silver, are "up the hill", as the Peruvians say, that is, in the Andes. The 6.5 million people are all of mixed Spanish and Indian blood. Peru is a republic, but it is ruled by the rich. The Indians are no better than slaves, working from

three to five days a week for their masters, often without pay. They are poorly fed and illiterate, but there are five millions of them and already there are stirrings among them. The ruling classes fear them for they know the peons could easily overthrow them.

Peru is almost altogether controlled by outside capital: the oil by Canada; the minerals by the United States; the railways and textiles by Britain; the banks by Italy; the sugar by Germany; the cotton by Japan; but Peru owns her own guano. In 1940, Canada sold Peru \$1.5 millions worth of goods and had a favorable balance of trade with her; in 1941 the balance swung over to Peru. The mission wished to find ways of extending our trade and so keeping the balance even. Lima also had a committee ready to talk with the Canadians. Peru was in the midst of negotiating a treaty with another country and so could not make final arrangements with us, but notes were signed by the two countries stating their intention to make a most-favored-nation agreement as soon as possible.

On September 3rd, the Canadian mission flew 1500 miles to Santiago in Chile. The plane had to fly very high to clear the Andes, so the travellers saw little of the country till they approached Santiago. It was their spring and the country round the capital was beautiful with blossoming fruit trees and gardens. Chile is 2900 miles long, 100 miles wide and has a population of 4.2 millions, all white. The northern part is desert but rich in copper and nitrates; the center is fertile; the south a rainy wilderness.

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Chile again is a republic, but again the central, agricultural provinces are owned by a few large "hacendados". Less than half of one per cent of the population owns 52 per cent of the land. The development of the rich nitrate deposits has built up a middle class and Chile has a Popular Front Government that dares not, however, offend the great landowners.

Canada sells Chile newspaper, tires, implements, asbestos, boots, wood pulp, rubber belting, iron pipes, lumber, and buys from her nitrate, manila fibre, onions, manganese and furs. We



have had a favorable balance of trade with her for many years. In 1941, the balance in our favor was \$1.5 millions. We tried to make a treaty with her in 1936, but because of the balance against her, it fell through. Now both sides were anxious to promote trade and an agreement was signed, each country granting most-favored-nation treatment, if Canada or Chile matters regarding tariffs, quotas and the control of foreign exchange. Chilean goods now enter Canada under our intermediate tariff and Canadian goods enter Chile under their minimum tariff. Under most-favored-nation treatment, if Canada or Chile grant tariff favors to any other country, they must grant the same to each other. From this regulation, Canada excepted the Commonwealth countries and Chile, her neighbors. The agreement is to last for two years and after that may be concluded on six months' notice. Provision was made for conferences between the two countries on tariff matters and Canada has appointed a committee to study the trade situation to find out

what more we can buy from Chile to even the balance of trade.

Our party crossed into Argentina by the lake route, travelling by rail, steamer and bus. They passed through the Chilean farm country which looks very much like Central Alberta. The lake route leads through the Andes and reminded the Canadians of Louise, Emerald and Maligne, except that the Andean lakes are bordered with farms. Argentina had sent a representative, Dr. Marshall, to meet the Canadians at the border and to conduct them on the 1,000-mile trip to Buenos Aires. For 18 hours the train crossed a rather dry plain used for sheep raising; then 7 hours travel through the beautiful pampas country brought them to the capital. The party travelled in a special car, arrived at a beflagged station, and was met by members of the cabinet. Negotiations were begun at once and an agreement signed on October 2nd.

Argentina is the fourth largest country in America, following Canada, Brazil and the United States. It lies mostly in the temperate zone, has a mild climate and a population of 12.9 millions. Next to Uruguay, it is the most up-to-date country in South America. It has good schools, workers' insurance, maximum hours, minimum wages, annual vacations, trade schools and hospitalization with free medical attendance. Its great rivers make a wonderful waterways system and it has good railways and roads. Buenos Aires is one of the largest and most beautiful cities in the world. Stock breeding and meat packing are the chief industries, 76 per cent of the land being used for grazing. Because Argentine stock is carefully bred and lives on fresh pasture the year round, its beef is the best, and its chilled meat trade the largest, in the world.

Canada has had no trade agreement with Argentina, business being done

under the British treaty of 1825. Naturally, many difficulties had arisen. Even at the bottom of the depression our trade with Argentina was worth \$4.2 millions; in 1941 it was \$7.1 millions, the balance in our favor being \$2.4 millions. The agreement signed was much the same as that with Chile. In addition Canada got special reductions in the duty on canned fish, apples, pears, asbestos linings, containers for storage batteries and insulating board.

The mission went next to Montevideo, the capital of Uruguay. Gunther calls Uruguay "the Denmark of America". "Like pre-Hitler Denmark, it is a small compact state living on agriculture, highly progressive, orderly and honest; a country—democratic in practice as well as theory; a republic with as advanced social legislation as any in the world."<sup>1</sup> It is the most pro-United Nations state in

South America.

Canada has had a trade treaty with Uruguay since 1936, but part of it had never been implemented because of difficulties over the granting of foreign exchange. The Canadians found a commission waiting to discuss these matters: a satisfactory understanding was reached and a memorandum signed. The effect should be an increase in our exports to Uruguay, particularly of seed potatoes and implements.

The mission reached Brazil on October 6th. Brazil is the third largest country in the world, following Russia and Canada. It is a vast plain backed by the Andes and divided by the stupendous Amazon. As the coast is slightly higher than the plain, the country is a shallow bowl and, though it has much fertile land, vast stretches are semi-fertile, or marshy. Sugar, corn, coffee, manioc and bananas are the main crops. One imagines the Amazon Valley as of in-

1. Gunther, John: Inside Latin America. Harper, p. 335.

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credible fertility, yet the government reports describe their struggles with drought, reforestation, irrigation, fertilization. The rubber tree is native to Brazil and the first collections of latex and manufactures of rubber were made there from wild trees. The difficulties of collecting the latex and the poor methods used lost Brazil the market which was captured by the plantation rubber of the East. Ford has great plantations there and the Brazilian Government is trying to restore the trade. Since the war has destroyed the eastern source of rubber, Brazil may come into her own again.

The Brazilians are Portuguese, a friendly and charming people. The Canadians were warmly welcomed and ten days of negotiations resulted in a most-favored-nation treaty being signed. Since the war, Brazil has become Canada's best South American customer. We sell her \$8 millions yearly and buy from her \$19 millions of cotton, coffee, rice, cotton seed oil, iron ore and hides. Canada has now a minister to Brazil, Mr. Desy. With the new trade agreement and the minister to implement it, it is expected that our trade with her will increase steadily.

## Highlights of the C.N.E.A. Convention Held in Victoria, September 15-17, 1942

### Federal Aid to Education

The Canadian Newfoundland Education Association approved of the principle of Federal Aid to Education.

### Survey of the Educational Needs in Canada

Dr. Cyril James, Chairman of the National Committee on Rehabilitation asked the Delegates assembled to investigate the needs of education across Canada and he asked that this be done without consideration of the B.N.A. Act: in other words he wants a true picture of the conditions in Education. The Board of Directors of the Canadian Newfoundland Education Association appointed a Special Committee of nine members to make this investigation. The Committee is headed by Dr. W. P. Percival, Director of Protestant Education in Quebec, and the new President of the C. N. E. A. The Canadian Teachers' Federation will be represented on this Special Committee by Dr. Kenneth Argue, of the Faculty of Education, University of Alberta. The first meet-

ing of this Special Committee will be held in Montreal on October 13th. The report is to be in the hands of Dr. James by Feb. 1, 1943. Every Provincial Teachers' Organization is asked to co-operate with Dr. Argue in every way possible. Through this report teachers of Canada will have the opportunity of presenting the whole picture of educational conditions in Canada.

### A Canadian Bureau of Education

The Canadian Newfoundland Education Association appeared ready to establish a Bureau of Education but at the request of Dr. James the Association refrained from acting on this recommendation for the present. They did, however, establish a Secretariat of Education which is to provide a full time Secretary for the Association with headquarters at Ottawa and supported by the C. N. E. A. through the Departments of Education and other affiliated bodies. This is, I consider, the first step towards the establishment of a Bureau

through which there can be a free exchange of all matters of Canada-wide interest in Education.

#### **Provincial and Local Committee On School Attendance**

A resolution was passed by the Association recommending the establishment of the above named Committees. These Committees are to use their influence to persuade the boys and girls to remain in school until they are at least eighteen years of age or until the local Committee headed by the Principal of the High School has decided that the pupil has acquired the skills fitting his special aptitudes. The establishment of these Committees is a vitally important step and it must be considered at the present time as a means towards our maximum effort in the present war.

The establishment of such Committees will also aid in the rehabilitation of the men and women now in the armed forces and in war industries after the war is over if they can keep young men and women under the age of eighteen off the labor market.

#### **Teachers in the Armed Forces**

The Canadian Newfoundland Education Association has requested the Department of National Defence to release any teachers now in the Armed Forces whose services as teachers are not being used to the maximum for the war effort. It is considered that these teachers can be more useful towards our war effort if they are returned to take their place in our schools because of the acute shortage of qualified teachers.

#### **Canadian Teachers' Federation Representatives**

President Shaul and Past President Sutherland attended the Convention in their official capacity as representatives of the Canadian Teachers' Federation. Other members of the C.T.F. were present and all took an active

part in the discussions throughout the Convention.

## **Book Review - - -**

### **HEALTHFUL LIVING**

3rd Revised Edition.

By

Jesse Feiring Williams, M.D., Sc.D.

Macmillan Co. of Canada. 600 pp.

\$1.60

A sound, common-sense outlook on problems of Health and Biology marks Dr. Williams' book on *Healthful Living*. Numerous diagrams and charts make interesting and instructive material for teachers of Biology, while the Health Instructor will appreciate the practical rules for keeping mind and body fit. A splendid feature for enterprising teachers and students is the suggestion for "interesting things to do" at the end of each section. Apparatus within the reach of most High Schools is described, sometimes illustrated, for the demonstration of Circulation, Respiration, etc. This should add zest to the Laboratory periods in Biology II. The chapter on the Hygiene of the Nervous System gives valuable aid in Psychology, though dealt with from an entirely materialistic point of view. Altogether, this would be an ideal, all-round Reference Book for the three units mentioned above.

T. M.

### **"UMBRELLA MEN" BROADCASTS**

The intriguing title "*Umbrella Men*" is given to a series of six broadcasts on Credit Unions to be heard each Wednesday night over CKUA, 8:15 M.D.T. right after the news. The series began on October 28th with "*Spoiled Hate*" (What is a Credit Union?) by C. D. Denney, Supervisor of Credit Unions, Department of Trade and Industry.



# The LETTER BOX



Officers' Mess, R.C.A.F. Station,  
Patricia Bay, B.C.  
October 19, 1942.

Dear Mr. Barnett:

Someone has told me that by paying fifty cents to cover handling charges, servicemen may receive *The A.T.A. Magazine* under the same benefits as extended to unemployed teachers (if there are any such). Anyway, I am enclosing that sum and hope that my information is correct, as I am always interested in news of the profession. During the summer I was fortunate enough to obtain all of last year's copies from a friend and I may say that I read them all.

Having seen a fifteen-year-old boy earn 45c an hour for delivering files on a certain air station during the past summer, and unskilled, uneducated laborers earning eighty dollars a month doing miscellaneous odd jobs on another, I see no reason why school teachers should be censured for trying to get at least as much. Incidentally, rivet-passer boys (aged 15 to 18 years) in coast shipyards have even gone on strike to have their hourly wage raised from 45c to 60c. Of course I would not suggest that teachers should exercise such temerity.

One other thing I would like to get off my chest. I believe the A.T.A. is taking an active part in research on the problem of post-war rehabilitation. Being a serviceman and vitally interested in that problem from a personal point of view, I have read the findings of several organizations engaged in similar studies. Frankly, I have so far been impressed only by their failure to come to grips with reality. They are unanimous in agreeing that there must be jobs for everyone; they are unanimous in neglecting to state how the jobs are to be found.

May I suggest, out of respect for our profession, that whatever its contribution to the solution of the problem may be, that contribution should be a concrete suggestion and not merely a statement of philosophy. In this connection there are two fields of study I would like to see investi-

gated. First, our country finds it quite feasible now to pay worthy students to continue their education. Surely education is just as valuable in peacetime. Who knows, perhaps the time may come when any deserving student may study medicine or engineering, whether his parents can foot the bill or not. Secondly, our government has put forth considerable effort to meet the present shortage of teachers. How much effort has been put into a plan to handle the coming surplus, after the war?

Well, whether or not you agree with anything I have said, I would still appreciate *The A.T.A. Magazine*, including September and October copies.

Yours sincerely,

E. C. CHUTE (F/O).

## CONSUMER EDUCATION BROADCAST

Teachers will welcome the opportunity to hear an address on Consumer Education to be delivered by Mr. Wm. Kostash of the Correspondence School Branch of the Department of Education over Radio Station CKUA at 8:15 p.m. on Friday, December 4th next.

## FORMER MEMBERS IN Y.M.C.A. WAR WORK

A. A. (Happy) Aldridge, former principal of Bawlf School District and Central Alberta representative on the Provincial Executive of the A.T.A. during 1940-41, has been transferred from the position of Y.M.C.A. Auxiliary Officer at No. 37 S.F.T.S. (R. A.F.) in Calgary to become Educational Officer at No. 5 Manning Pool, Lachine, Quebec. Mr. Aldridge's successor at No. 37 S.F.T.S. in Calgary, also a former A.T.A. member, is C. Jarvis Miller who taught for a number of years in the Barons school.

In a very special sense the teachers are involved in this great conflict, for they in themselves carry the light of learning and the torch of freedom—which nazism and fascism seek to extinguish—for if these tyrannies succeed, education ceases and propaganda takes its place.

Irvin R. Kuonzi, Secretary-Treasurer  
American Federation of Teachers.



# Salary Negotiations - - -

The Salary Committee has been asked to present the following summary of the steps to be taken in negotiations with school boards, and the procedure to be followed in conciliation and arbitration cases. For further information you are referred to the handbook "On Collective Bargaining" issued some time ago which should be in the files of all Locals.

## A. Salary Negotiating Committee

Each staff should elect a negotiating committee whose personnel should be as strong as possible. This committee, and no one else, is charged with the duty of presenting the decisions of the staff to the board and of bargaining with the board on behalf of the teachers.

The proposed salary schedule of the staff may be arrived at in two ways:

- (1) The salary negotiating committee may draft the schedule following the definite instruction of a general meeting held previously.
- (2) The salary negotiating committee may draft the schedule without previous instruction from a general meeting and present it to the staff for ratification in one of three ways:
  - (a) By reference to a general meeting of the staff;
  - (b) By reference to Sub-local meetings;
  - (c) By mail ballot of the staff. (This is recommended only as a last resort).

## B. Adoption of the Schedule of Salaries

- (1) When the committee is ready, a letter should be sent to the secretary of the school board requesting a meeting to open (or re-open) negotiations.

(2) If the committee can reach an agreement with the board in complete accordance with the previous instructions of the staff, negotiations may be closed and the new schedule signed by the officers of the board and of the Local or staff.

(3) It may be that the board and committee can not agree entirely to either proposed schedule yet arrive at a tentative agreement which is a compromise between the original offer of the teachers and the original offer of the board. In no case should the negotiating committee accept a compromise offer without first referring such offer to the whole staff for ratification. This may be done in one of the three ways mentioned above in (A). If accepted by the staff the schedule is signed by the officers of the board and of the Local.

(4) If the board adopts a salary schedule without consulting the salary negotiating committee, the merits of such schedule should be discussed by the staff. If entirely acceptable, the staff may, by vote, approve its adoption. If it is not acceptable either in whole or in part the staff should instruct its committee as to what change or counter-proposals are to be submitted to the board. The committee should then notify the secretary of the board that the acceptance of the schedule is deferred pending negotiation of certain items in the schedule.

## C. Deadlock.

If negotiations break down and no compromise arrangement satisfac-

ory to board and committee can be reached, the committee should notify the executive of the staff or Local, who in turn would notify the Central Office of the A.T.A. This might be accompanied with a request that a member of the Provincial Executive go with the negotiating committee to the next conference with the board.

#### **D. Reference to the Provincial Executive**

If a deadlock continues and the staff or Local wishes the Provincial Executive to take over negotiations on its behalf, the executive of the staff or Local should:

- (1) Pass a motion formally turning over negotiations to the Provincial Executive.
- (2) Submit a written document formally authorizing the Provincial Executive to act in behalf of the negotiating committee.
- (3) Prepare and submit a brief clearly setting forth the case of the staff, giving a complete history of negotiations and dates of meetings with the board.
- (4) Recognize the fact that negotiations between the local negotiating committee and the school board are terminated temporarily.

- (5) Notify the board that until an agreement is reached all negotiations will now be carried on by the Provincial Executive.

#### **E. Steps Leading to Arbitration**

In cases referred to it as in (D) above, the Provincial Executive would:

- (1) Meet the board, and if a tentative agreement can be arrived at, submit such agreement to the staff for ratification.
- (2) Failing to make an agreement, apply to the Minister of Trade and Industry for the appointment of a Conciliation Commissioner.
- (3) Failing agreement before a Conciliation Commissioner, apply for the appointment of an Arbitration Board.

Under *The Industrial Conciliation and Arbitration Act* the findings of Conciliation Commissioners or the awards of Arbitration Boards are not binding on either party. The Provincial Executive, however, has always taken the stand that it is duty bound to recommend the adoption of such awards by the teachers concerned.

T. D. BAKER, Chairman,  
Provincial Salaries Committee.

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**EDMONTON and CALGARY**

# Co-operative Commercial Training

By CHARLES J. EVEREST, B. Comm., Calgary

Reprinted from *The School*, September, 1942.

IN the Red Deer High School during the year 1940-41 commercial students were given an opportunity to participate in co-operative part-time work in various business enterprises. The commercial students had for some years been obtaining a wide variety of experience by acting as secretaries to teachers of all schools, by working on the school paper, and by doing work for churches, I.O.D.E. chapters, Senior and Junior Red Cross branches, and various other organizations. However, the experience gained was still very much through a teacher-student situation, and for that reason not broad enough. Students need to try their skills in the actual business world and gain job experience before they graduate from school.

The idea was discussed with a number of business men. The average employer showed considerable interest and a ready willingness to co-operate in helping the students to obtain some vocational experience. The next step was to approach some organizations which represented business and professional men. In Red Deer the Rotary Club seemed to be the most likely. (In another city or town the Board of Trade or a welfare organization such as the Kinsmen Club might be more suitable.) The plan was briefly outlined and the names obtained of those who would be willing to take part. Of course, the names of many others were later added to the list. The response of the Red Deer business men to the scheme was excellent. A number who were not approached said they would be very pleased to co-operate another year. (In every community, regardless of size, one of the first problems in operating a program of this kind

is to obtain employers who are willing to participate. In some communities, no doubt, this will be more of a problem than in others.)

Most careful consideration must be given to the placing of students. I would like to point out here that in the smaller city, town, or village the commercial teacher knows his students very well—he teaches them a number of times a day for a number of years. This is not the case in a large city school. Furthermore, in the smaller centre the teacher is acquainted outside the school with the student, or, if not with the student, then with his parents. All of which, it would seem, favors the success of the undertaking in a smaller centre. The situation may be quite different in the large city.

Among the business organizations co-operating was one which planned to add two new employees to its permanent staff; five of the better shorthand-typists spent between two and three days each in this office. In this case it was preferable to send the more capable students. However, the largest percentage of students are of average ability only, while there are still others who may be below average. Many may register high in personality, integrity, spirit of co-operation, carefulness in matters of detail, and may always be depended upon to give their best, and yet their skill attainment may be low. Should they be considered in such a plan as is being discussed? Our idea was that they should. The business man who understood the situation was helpful and sympathetic. Some students in this class had never worked in a store; their lack of skill attainment in shorthand, typewriting, and book-

keeping did not prevent them from obtaining this new experience.

Some readers may be wondering about remuneration. It was felt that experience was a primary objective, and remuneration only a secondary consideration. When employers raised the question it was pointed out that the students would feel well repaid for their efforts in experience gained, since the employer would be giving his time and constructive criticism. However, some employers did pay their student-employees. If the program is extended into weeks, as is the case in some schools in the United States, remuneration should certainly be considered. In our program, the student was in an office for only two or three days, although the best ones did spend that period of time in each of two or three different offices.

After the program was completed, and for the remainder of the school year, a call would often come to the school for a stenographer or typist to help at a particularly busy time. Only students who were carrying a light load or who stood high in all school subjects were permitted to do this work. There is a possibility that the whole co-operative program should be open only to students who have attained a certain degree of proficiency. Certainly the privilege of job experience would be another excellent incentive to good school work.

Each student made a summary of

the various tasks performed at his job, and the outline was given to the instructor upon return to classes. But in addition to this, each student made notes on anything he thought would be of interest to fellow students. Each student, upon resuming regular class work, was expected to give a full report based on his experiences, and, in addition, to lead in a class discussion. All members were vitally interested. In order to show the wide variety of duties performed, the summaries of a few participants are given below.

#### Student A

- (1) Checked numbers on cream checks.
- (2) Sorted them numerically.
- (3) Added them on the adding machine and checked totals.
- (4) Filed statements on a small type Shannon File.
- (5) Took fifteen letters in shorthand and transcribed them.
- (6) Typed a copy of ration table.
- (7) Addressed 12 envelopes.
- (8) Folded form letters and circulars.
- (9) Checked all my transcribed letters.
- (10) Took two more letters and made out two voucher checks.

This experience helped me in many ways and I greatly appreciate the opportunity I was given. One thing I did notice is that even the smallest details in an office must be perfect.

(How often teachers of commercial subjects attempt to drive this point home! May it not be possible that the full realization of the importance comes only when the student goes out into the business world?)



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#### Student A—Different Office

- (1) Took a letter and transcribed it.
- (2) Took the minutes for the Council meeting of April 28 and typed them.
- (3) Took about ten letters in shorthand and transcribed them.
- (4) Made out a chart, two pages in length.
- (5) Worked with the adding machine. (It was a different type to that used in the Condensery.)

#### Student B

On the first morning the first thing I did was to take two letters and transcribe them. The rest of the morning I spent on the adding machine, balancing two Cash Books, Division and Dormitory. I called for the mail at noon and came back and totalled the teachers' payroll book; each teacher's account had to have certain items deducted from the amount earned, each page had to balance, and then I made a summary of all the pages, thus checking on any mistakes which I might have made.

I called for the mail again and then I either wrote or repeated aloud transactions which were placed in their proper books. There is a book with records regarding war savings. Each teacher with a balance of \$4 or \$8 had his or her name typed on a form which was sent to the government.

The second day I had some experience in writing checks, and balancing the teachers' war fund contribution book. I had to count the exact number of letters to be sent out, and the exact number of envelopes were given with the checks—the reason for counting like this was to avoid two checks being placed in one envelope. Each envelope had to be stamped.

I filed the correspondence for the

past week. In filing subject matter for schools it was difficult because each school had a different number—to file these quickly one would have to remember each school's number.

On Monday all the accounts for the Division and Dormitory were posted. I had to total the balance of each account to prove that they were in balance. The same was done with the Trust Fund Book only it did not have to balance. I had some more practice addressing letters, placing them in envelopes and putting the stamps on, etc. I saw how the Balance Sheet was made out for the Division and Dormitory and how the Bank Balance agreed with the Cash Books.

#### Student C (Male)

I worked at Mr. M.'s office May 6, 7, and 8. On Tuesday morning the stenographer (a graduate of the Red Deer High School) continued her usual routine explaining to me just why she did certain things and showing me how to do them.

All men, machines, etc., have a number or a letter or a combination of both given to them and any correspondence relative to a machine or man is always filed under this letter or number.

She showed me how to use the adding machine and I used it for a large portion of the afternoon.

All correspondence which enters the office is stamped with the date of entry.

On Wednesday I did a considerable amount of filing. Mr. M. dictated five letters to me. I had to make twenty copies of one of these letters. I made five carbon copies at a time. All letters have at least one carbon copy made of them. On Thursday Mr. M. dictated seven more letters to me.

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He also explained how to read maps and showed me the files on bridges, etc. These files on bridges are very complete and give every particular of the bridge and how long they should last, etc.

The truck drivers are allowed to choose the place where they will buy their gas but they must stick to this place for the entire year.

They have two typewriters in this office; one is a standard typewriter and the other, a typewriter with a very long carriage—200 strokes.

I found my three days' work in this office very instructive. It gave me a good idea as to what constitutes the work in this type of office.

Such an undertaking can be successful only if employers are willing to co-operate. Their attitude to the whole scheme is of paramount importance. The two letters following are of much interest in this regard. Both writers have had office help for many years. The sentence at the end of the first paragraph of the first letter should be carefully noted.

"On the matter of co-operative commercial training between schools, particularly high schools in smaller centres, and employers who from time to time require additions to office staffs, I would suggest that this method primarily gives the student some definite idea of how his or her training must be adapted and adjusted to the many types of business. All business and commercial firms have different methods of office procedure. The student is given only a very general idea of method and procedure in the school course. Many students do not seem to realize that the school

training is only a preliminary training.

"Under the co-operative method a student will, toward the completion of the school course, spend two or three days in three or more established offices acting as an assistant to one or more persons in each office. Should the novice be attending the same school that the office official attended there will undoubtedly be much more give and take between the two.

"The student will undoubtedly find that his or her education has not been complete in many details, other than in the straight commercial course, and, if ambitious, will endeavor to pick up the slack. For instance, and particularly in Western Canada, employees in offices of lawyers, insurance companies, farm implement dealers, real estate firms, banks, government departments, and municipal officials, must be able to locate any quarter section from its description on a map. Apparently, however, our public school system does not deem it at all necessary to teach this matter, for practically all new employees and students who have been in this office are entirely unfamiliar with the method of describing a parcel of land. Two employees who lived all their lives on farms could name the quarter section number of the home farm, yet had no idea what township, range, and meridian meant.

"This lack of training is not necessarily due to a faulty commercial course, but seems to be an omission in our school curriculum. A good commercial course should, of course, see that its students understand land description and, with proper co-operation between the school and prospective employers, such deficiencies in education could more easily be brought to the attention of the school

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authorities. With the correction of similar details in educational methods, the employer is enabled to obtain better educated and trained employees.

Yours truly,  
Jas. McQueen,  
DISTRICT ENGINEER."

Mr. McQueen has made a very interesting criticism and suggestion in the last part of his letter. These are comments that teachers of stenography will not overlook. A number of letters dealing fully with this matter could be drafted and used in speed classes.

The following letter shows in what manner the plan was received by another co-operator. This letter clearly shows the placement value of the part-time co-operative plan.

"With reference to the co-operative commercial training plan which Mr. Everest inaugurated when in Red Deer, we considered the plan had many advantages to the pupil and business concerns. While we had some misgivings as to the assistance we could give to the pupil in the few days' time allotted to work in our office, we were agreeably surprised to find that the pupil who was assigned to us fitted into our office routine surprisingly well. The second day's work, we believe, was most beneficial for all concerned as the pupil seemed to have become acquainted with the staff and had more assurance.

"We were encouraged to try out two more students from Mr. Everest's class and found them quite satisfactory. As a matter of fact, we had two openings for junior stenographers in the near future and, although

we understood the pupils were required to finish their courses, we had no hesitation in making arrangements to take them into our organization when their courses were completed. They are now working for us and we are very well satisfied with their progress.

"We believe that this is a worthwhile plan.

Yours very truly,  
Central Alberta Dairy Pool  
Per: Jas. W. Drummond,  
Accountant."

I do not wish readers of this article to think that teachers of commercial subjects are concerned only with strictly vocational aspects of their work. Here is a quotation from "Co-operative Secretarial Training" by William E. Haines, which was published in the September 1941 issue of the *Business Education World*.

"Few leaders of thought today still cling to the notion that personal-use or general-business values must be abandoned in order that vocational objectives might be attained. The simultaneous accomplishment of both aims is not inconsistent. They complement rather than detract from each other."

It is fully realized that by no means all students who are enrolled in commercial courses will later find themselves using their skills in the vocational sense, but possibly the personal-use values are greater because of the vocational objectives.

Citizenship values are obtained while taking commercial subjects: students learn to assume responsibility, learn to work together, learn to

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discipline themselves. A spirit of co-operation is developed by doing work for the school and community.

It would seem that the following are some of the values to be obtained from a co-operative part-time employment plan:

- (1) Stimulates confidence on the part of students.
- (2) Students come back to school with an added desire to do all school work well.
- (3) Students realize they will not be finished products upon graduation.
- (4) Gives employers a chance to select employees.
- (5) Makes placement easier.
- (6) Publicizes the commercial department—a matter which should not be overlooked.
- (7) Leads to a fuller community service.
- (8) Employers share the responsibility of training youth. (They are well aware of paying taxes.)
- (9) In a limited sense there is a vocational guidance value for students.

- (10) Students gain some knowledge of actual working conditions.
- (11) Creates considerable interest on the part of the parents.
- (12) Occupational intelligence of students as well as teachers is improved.
- (13) A teacher in charge of a part-time program will benefit from discussions with the co-operating employers, and his knowledge of what is demanded of office workers in various positions will be improved.
- (14) Students realize their deficiencies and will attempt to remove them. Employers may fill in forms regarding each student's work, personality, etc., which would make an excellent basis for teacher-student conferences.

—Reprinted from *The School*, September, 1942.

Laughter is a shock absorber. He who laughs—lasts.

—*Kitchener Record*.  
\* \* \*

An egoist is a person of low taste, more interested in himself than in me.  
—*Ambrose Bierce*.

## A. T. A. Library

A classified list of the books available (over 700 volumes) is obtainable upon application to the A.T.A., Edmonton.

### How the Library operates:

1. The Association pays return postage on all books.
2. Period of loan is three weeks.
3. If the book you request is in circulation at the time, your name is placed on the reserve list and it is forwarded to you as soon afterwards as possible.
4. If you desire to read other educational books not on our shelves, the Library Committee will be pleased to review suggestions for further purchases. Simply give the title, author, and if possible the publisher in each case.

### RESERVATIONS—

A fairly large number of requests for certain books in The A. T. A. Library were not able to be filled during the past school year. These reservations are still on record. However in view of the fact that the addresses of so many teachers have been changed during midsummer and also the fact that in most cases the books may have been requested for particular purposes which now no longer apply, we would ask those teachers who still desire to receive books requested during the past teaching year and not as yet received from the Library to renew their requests for the particular volumes. Thank you.



# FOLLOW UP ---

## Mr. Larue Smith Returns

Mr. Smith is the author of "FOOD FOR THOUGHT", which appeared in our June issue and was replied to by Mr. Raymond Shaul's "NOT BY BREAD ALONE", published in September

Comments received from various parts of the Province both from teachers and others suggest that the material of my June letter was considered both pertinent and valuable. I note with interest in the September issue Mr. Shaul's kindly references to myself and his invitation to further substantiate and enlarge upon the points referred to in June.

Concerning the Freedom of our Press, *The A.T.A. Magazine*, I beg to quote in full two paragraphs by Richard J. Needham in the *Calgary Herald* of October 2, 1942:

"A little controversy has developed in *The A.T.A. Magazine*, monthly publication of the Alberta Teachers' Association, over the question of free speech. Explaining the magazine's official stand, Raymond Shaul, Past President of the A.T.A., has this to say in the current issue: 'The editor is given authority to edit submitted material and to delete passages which in his opinion are unnecessary or which might prove offensive to a section of the membership . . .' This seems to us a rather dangerous stand. Democracy, as we understand it, cannot exist without the free expression of opinion, no matter how much it may offend small or large groups. What we write in these columns undoubtedly is offensive to many people, but we think it is better, in the long run, to have it that way. Trying to avoid offence is a kind of appeasement; first thing you know, you are sitting up on a fence, you are saying nothing at all, your publication has become barren, sterile, mealy-mouthed. Teachers, above all other people, should appreciate the

value of speaking frankly and openly, hewing to the line and letting the chips fall any old place. We think that teachers ought to be permitted to speak freely and openly, regardless of whom they offend, and we are mildly upset to learn that they do not have that right, even in their very own magazine.

"We do not see how any good cause or idea in this world can triumph unless it goes on the offensive and as all good teachers know, the noun or adjective "offensive" springs directly from the verb 'offend'. Freedom and progress have always offended a great number of people, they still do today, but we cannot accept that as a reason why freedom and progress should be silent. If teachers are discouraged from offending other teachers, why, first thing you know, M.P.'s will be trying not to offend other M.P.'s and editors will be showing a tender regard for each other's feelings, and the truth will die in a lethal miasma of gentility and appeasement. It may be that the leaders of the A.T.A. would like to see the teaching profession dwell in such a state of blissful stagnancy, but we would not, for under such circumstances, in our opinion, it would be difficult to distinguish between the quick and the dead."

At recent meetings of the A.G.M. the Executive has sought to speak for all activities of the organization. Now when there is some real explaining to be done the Executive hides behind its official. It is not good enough. In the name of progress the teachers demand that their mag-

azine be maintained free from domination of any members of the Executive who, surcharged with evangelism and self-esteem, may think that they should dictate what is good for education or for teachers in Alberta. While they fight against tyranny abroad the teachers of this Province certainly have no desire to set up a petty tyranny over their thinking.

For one who claims to be a stickler for facts Mr Shaul is very careless. He writes, "At the last election the elected officers piled up substantial majorities". Actually, the Edmonton representative had a majority of twelve, the Central Alberta representative had a majority of twenty-six. The President had the slimmest majority of any elected President of the Association. Yes, indeed, I again quote Mr. Shaul, "Criticism to be of value must be founded on fact".

Concerning elections he again says, "... in Provincial and Dominion general elections only about half of the electors voted" ... In the last Provincial election there were 427,245 people eligible to vote—308,864 persons did vote. The percentage voting was 72.29, or 22% more than in the A.T.A. election; relatively, it would be larger by 40%. I wonder why Mr. Shaul wants to create the impression that quite enough interest is being taken in the A.T.A., although the interest taken is nearly 40% under that taken by the general public in the last Provincial election?

Mr. Shaul wishes to assure the membership that relations with the

Provincial Government are most cordial. I can understand that he would wish he were able to give that assurance. Such assurance even if given by him must be taken with a grain of salt when we know of the Masonic Temple meeting of March 7, 1942. At this meeting, presumably brought together by the Provincial Executive, according to prominently headlined press reports it was resolved after some five Whereases: "that the meeting go on record as requesting a committee be granted the privilege of appearing before a committee of the Legislature, and *IN THE EVENT OF THE LEGISLATURE REFUSING TO COMPLY WITH THE ABOVE REQUEST THAT THE AFOREMENTIONED COMMITTEE WITH THE PROVINCIAL EXECUTIVE OF THE ALBERTA TEACHERS' ASSOCIATION TAKE SUCH DIRECT ACTION AS THEY MAY DEEM THE CIRCUMSTANCES WARRANT.*"

A few may not consider the last section of the above resolution as a threat, but there is ample evidence that the Premier and many others considered it a threat, and that this was brought directly to the attention of the members of the Executive. This resolution was moved by Mr. Shaul.

To see this situation in its full setting we must recall that early in the year the A.T.A. Executive had agreed in co-operation with the Government and the Trustees to form a committee from all three parties for the purpose of ironing out difficulties. Before the joint committee was called together this threatening resolution was passed at a meeting called by the A.T.A. Executive. Furthermore, at the last A.G.M., under the leadership of the Executive, a resolution was passed whereby the consummation of any salary schedule for less than \$1,000 was to be con-

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sidered an unprofessional act. And yet they had made no serious efforts to have the joint meeting with the Trustees and the Government.

This combination of resolutions gives us good proof of the weakness in sagacity and tactical skill on the part of the majority of the Executive. They could not realize that, after the agreement was made to meet the Trustees and Government, to make threats and suggest coercion of their membership suggested a lack of good faith and was bound to antagonize both the other parties. Had the Executive been willing to treat the Trustees as common folk who were interested in education and in the welfare of their teachers we have no doubt that much progress would have been made during the present year. As it is, when the Executive takes such pains to antagonize both the Department of Education and the Trustees, it might be, as Mr. Shaul suggests, that fifty per cent of Executive travelling expenses are caused by salary negotiations.

One year ago less than three pages sufficed to carry the notes concerning salary negotiations. In the September, 1942, issue it took thirteen pages to carry reports of salary negotiations, Boards of Conciliation, Arbitration Boards, etc.

Contrast this with conditions during the last war when the shortage of teachers was not nearly so acute, when there was no compulsory membership, no Professional Act, no Board of Conciliation, no Arbitration Board, and a Government of the day that was less kindly disposed toward teachers. In spite of all those comparative disadvantages the practical minimum was raised to \$1200 because the Executive of that day knew how to exercise tact and diplomacy. The majority of the present Executive seem most disposed to charge with eyes closed and head down, where

skillful manoeuvring might best overcome the forces opposed.

In the whole thirteen pages of records of salary conflicts in the September issue the name of the most skilled organizing officer in teachers' associations in Canada was not once mentioned as taking any part. Now that our Provincial Executive has shown that it is quite inapt in dealing with Trustees in an ordinary and reasonable way and in obtaining satisfactory results, some suggest that it leave more of the straightening out of those affairs to our paid organizing officer.

There are other facts that should be laid before the teachers of the Province—but enough from one pen for one issue.

### ONE-ACT PLAYS

Marie Annette Webb

The Macmillan Company, 1940.

443 pp. \$1.60

This attractive compilation of 16 one-act plays whose authors include such famous playwrights as Eugene O'Neill and Lady Augusta Gregory, was made with three main purposes in mind: (1) that the plays be useful and enjoyable for leisure reading; (2) that the plays be suitable for classroom purposes; and (3) that they be appropriate for staging by the students. Appended are two chapters of Helps for Understanding and Producing the Plays, including basic principles to be followed in selection and direction of plays, as well as facts and bibliography for all departments of play production.

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# EDUCATION WEEK

November 8th-15th

Probably more people are thinking in terms of the educational needs of our people today than ever before. A number of reasons contribute to make this so. Education is playing a greater and greater role in the training of the Armed Forces. There is a Canadian teacher shortage, and a determined drive for Federal Aid. We in Alberta have the Vegreville situation. The stage is set, and every teacher must accept responsibility for laying the case for Education before the public. Here are a few suggestions as to how Locals might stimulate interest:

1. Contact local radio stations in order to arrange educational broadcasts.
2. Contact local editors and have editorials and articles prepared for the press.
3. Arrange for speakers to address service clubs, chambers of commerce, women's organizations, farm and labor groups on educational topics.
4. Arrange for special speakers for the churches.

The following program has been adopted by the Canadian Teachers' Federation for the week:

- (1) Building Democratic Morale in our Public Schools.
- (2) Teacher Shortage, a menace to Democracy.
- (3) Dominion Aid for Education.
- (4) Democracizing Education.
- (5) Our Heritage of Freedom.
- (6) The Armed Forces, today and yesterday.
- (7) Economic Democracy.
- (8) Political Democracy.
- (9) The Teacher, Controller of all Future Democracies.
- (10) Education, a Highway of Living.

## EDUCATION WEEK BROADCASTS

Monday, November 9th, Western Network of the CBC—Mr. Raymond Shaul, President of the C. T. F. will speak from Edmonton, 11:15 to 11:30 p.m. M.D.T.

Tuesday, November 10th, National Network of the CBC—Miss Beryl Truax, Vice-President of the C.T.F. will speak from Montreal, 5:45 to 6:00 p.m. M.D.T.

## MUSIC AS A CAREER

Opportunities for those who would turn a hobby into a profession are described in a six-page leaflet on "Occupations in Music."

It covers the nature and variety of jobs in the field, earnings, training required, probable trends, other advantages and disadvantages. Best references for further reading have been selected from the dozens of books, pamphlets, and magazine articles reviewed in preparing this abstract.

Written for the person who is choosing a career, it should be interesting also to teachers, counselors, parents, and professional musicians.

Single copies 25c each, cash with order, from Occupational Index, Inc., New York University, New York City. In quantities the price is \$5 a hundred. This is one of a series covering 67 different occupations.

## 1942 CANADA YEAR BOOK NOW AVAILABLE

The 1942 edition of the *Canada Year Book*, published by authorization of the Hon. James A. MacKinnon, Minister of Trade and Commerce, is announced. This official statistical annual which is, in brief, a comprehensive study of the social and economic condition of the Dominion will be supplied to the public as long as copies are available, at cost price: bound copies \$1.50. By a special concession, teachers may obtain paper-bound copies at **fifty cents each**, but the number is restricted and early application is desirable. Write to: The Dominion Statistician, Dominion Bureau of Statistics, Ottawa, for 50c paper-bound copies.

The A.T.A. Magazine

# Dear Teacher:

Letter No. 2 in the series, addressed more particularly to teachers who are just entering the profession.

The Fall Convention has come and gone. If you're like the rest of us you found it a very welcome break indeed. More than that, the convention served the purpose of giving us all some useful ideas for our own classroom work, renewed our enthusiasm and perhaps gave us the courage to launch out on some individual planning of our own. In this task of teaching so many of us are confined to our own little corners, lighting the darkness there with our own feeble tapers, that a day or two of enlightenment from the lamps of others should help us to make our own burn a little brighter, for a time at least. If I may be pardoned for carrying the figure a little further, I would say that when snow comes, blocking roads and bringing isolation, the shutting out of light from the outside should make our own seem brighter. This is the rural teacher's time of opportunity.

It will be in these winter days when all that has been said to you and all that you have read about the nobility of your calling will seem a bit remote from the realities of everyday routine. It will be in these days too when the fireside and the radio will be your greatest comfort. The grim truth is, however, that there is little of comfort in the radio in these days and much that arouses and troubles. Frequently teachers will, as others have already done, act on the feeling that their services are demanded elsewhere in a more vital work. One cannot listen to the news today and not feel challenged by the world-shaking events taking place all around us. So it is that our profession has been drained, one may say with truth, of the best within its ranks. We



who are left must realize the responsibility resting upon our shoulders.

The main purpose in writing this letter was to tell you of our Code of Professional Etiquette. It is important that those of us who are carrying on should hold the standards of the profession as high as we are capable of holding them. It is the maintenance of our professional principles as expressed in the Code which gives to our profession its prestige and its power for usefulness. In it we, as teachers, recognize our responsibilities to our employers, to our fellow teachers, to the profession as a whole and to our professional association. It is, like the law of the land, simply codified common sense; it is the Golden Rule applied to our profession.

In my last letter I told you that this time we would be dealing with the question, "What are my responsibilities as a member of the Alberta Teachers' Association?" Your first responsibility is to know and abide by the code. For those who have not other copies of it, here it is:

## Code of Professional Etiquette

**It shall be considered an unprofessional act:**

1. To disregard a contract with a school board.
2. To criticize adversely a fellow-member of the Alberta Teachers' Association, or to make a report on his efficiency without first having shown him a written statement and given him an opportunity of replying thereto.
3. To pass along rumors derogatory to a fellow-member of the Alberta Teachers' Association whether such rumors be based on fact or not.

4. To seek professional advancement by other than professional means.
5. To seek employment with a school board:
  - (a) Not in good standing with the Alberta Teachers' Association.
  - (b) Already having a member of the Alberta Teachers' Association under contract for the same position.
6. To make known to non-members of the Alberta Teachers' Association except through authorized channels the proceedings of a committee or general meeting of the Alberta Teachers' Association.
7. To speak to any person, a non-member of the Alberta Teachers' Association, in terms derogatory to, or derisive of the teaching profession as established by *The Teaching Profession Act*, 1935, and amendments thereto.
8. To negotiate or attempt to negotiate or formally to execute a contract with a school board at a rate of salary below the Statutory Minimum as provided in *The School Act*, unless and until the approval of the Minister has been secured by the school board to engage a teacher at such lower rate.

*Dick.*

Our advertisers will appreciate your patronage. We will appreciate your mentioning to them: "I noticed your advertisement in *The A.T.A. Magazine*."

## World Affairs 1942-3

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## WANTED: 50,000 MODEL PLANES

### The Need

THE R.C.A.F. Training Command is in most urgent need of 50,000 more scale model aeroplanes for use in its rapidly expanding training program. The model planes are an invaluable aid in the teaching of aircraft recognition and range estimation. These accurate scale models of the actual planes engaged in aerial combat today are examined, studied and observed in all possible angles of flying conditions. The airman must be able to recognize on sight the many different friendly and enemy planes with which he comes in contact. And so the R.C.A.F. has sent out this appeal to the boys of Canada to build these thousands of model planes, and to produce them at the earliest possible moment. **The need is urgent.** A similar call is going out to the model makers of the United States where it is expected that 250,000 planes will be turned out this winter.

### War Workers

At the outset it must be emphasized that this is essential war work just as much as any other type of production. Boys who used to build models for play purposes are now asked to turn their skills to serious work for the war effort. At first it was thought that the Air Cadets might handle this job since it was in their line of interest, but now it can be seen that the help of every Canadian boy, or girl, with manual skill must be solicited if real quantity production is to be reached in time. Every boy who accepts this challenge and takes part in the work can rightfully regard himself a full-fledged war worker on the home front. And no doubt some fitting

official recognition will be forthcoming for those who do their work well.

### Precision Required

Also, it must be made clear that if these scale models are to serve fully the purposes for which they are intended, they must be produced with the greatest possible accuracy and faithfulness to the shapes of the originals. Anything short of this renders the product useless. It is not correct to assume that just anyone can handle the job. More than average skill, care and patience is needed. The model planes are made to a scale of 1:48. This means that on many models, especially in the case of fighters, the measurements given on the blueprints require some considerable precision. Fractions of inches such as 3/32" or 33/64", etc., are common. Exactness is the keynote.

### Appeal to School Shops

The logical boys in Alberta to handle this work are the industrial arts students in our school shops. There are hundreds of these boys with from one to four years' shop training. They have been developing manipulative skills and generally speaking have well-equipped shops at their dis-

### Philosophically Speaking:

"Young man, don't be satisfied. Be forever filled with dissatisfaction. But be dissatisfied with yourself, not with luck, or fate, or your job, or your boss, or your start in life. Be dissatisfied with yourself while you are young, and you will find the world will become more and more a satisfactory place as you grow older."

ARTHUR BRISBANE.



posal. It is to them that the R.C.A.F. is now directing its appeal.

### **The Attitude of the Department of Education**

The Department fully endorses this appeal, and it has been stated officially that instructors may spend as much as half the school year on model building. So the boys of Grades VIII and IX in the nine General Shops of Calgary are at present devoting all their shop periods to scale model building. This represents approximately 1,000 workers. Experience will show whether it is more effective to put entire classes on model building jobs, or depend on volunteers while other members of the classes continue with their own personal projects.

### **Sources of Information**

The R.C.A.F. is now offering complete and detailed instructions on the standard methods of construction, as well as illustrations, specifications, and template tracings of eighteen planes. Communicate with the Air Officer Commanding, No. 4 Training Command, R.C.A.F. Calgary, attention of the Air Cadet Officer. Ask in particular for the "Directions to Commanding Officers of Air Cadet Squadrons on the Solid Scale Model Building Programme." (R.C.A.F. G 32 A, 1100M-10-41 (1022) etc.) This pamphlet covers every detail in regard to template making, organization of work gang, provisional inspection, shipping and so on. There are two additional précis of considerable value which may be obtained: "Directions to Template Maker" and "Scale Model Aircraft Construction Procedure" accompanied by a construction chart.

### **What Planes to Build?**

The R.C.A.F. emphasizes that not more than six models should be undertaken at any one time. Perhaps it is the best plan to begin with the

group of six planes of the fighter type: the Spitfire, Hurricane, Sento K. 1,001 (or Zero fighter), Messerschmitt ME 109, Mitsubishi Fighter 96, and Bolton Paul Defiant. If a class of model builders constructs the second and third group of planes suggested in the official pamphlet, a good many extra parts have to be made and fitted, such as turrets and twin motors. To the second group belong the Heinkel HE 113, Baku Geki KI 99, Nakajima 97, Messerschmitt 110, Heinkel HE 111, and Mitsubishi Navy Bomber 96. In the third group we find the Wellington Bomber, Bristol Blenheim, Junkers JU 88-A1, Dornier DO 18K, Consolidated PBV-5, the largest of all, and the Handley Page Hampdon. An air cadet squadron should in time build all these planes in order to acquire a complete set of recognition model planes for the unit.

### **Mass Production or Individual Construction?**

The R.C.A.F. insists that each model builder should complete his plane individually; but mass production is not to be altogether discouraged where it can be organized. A shop teacher who can put several classes to work will do well to make his model builders personally responsible for the materials received and for the completion of one plane. As time goes on some of the better workers may be entrusted with turning out a larger batch of wings or fuselages; and where there are enough good builders mass production might finally get under way. However, any mass production worker in a model class should first prove his ability to work accurately. The whole enterprise of aircraft model building can be regarded from two view-points that do not always harmonize in every respect: on the one hand the group must endeavor to turn out planes quickly and efficiently in order to support the war effort, on the other





## Official Bulletin, Department of Education

No. 66

### THE WAR SAVINGS CAMPAIGN

1. Additional supplies for schools, of Pass Books and Teachers' Ledger Record Books, may be secured by writing to your nearest headquarters of the National War Finance Committee, Banque Canadienne Nationale, Edmonton, Alberta, or 128 7th Ave. West, Calgary, Alberta, as offices at Bank of Canada Building have been discontinued.

2. Report of sales of stamps in each school room is to be reported by each teacher at Christmas, Easter and end of term. The term end report is to include an inventory of the supplies on hand. Postage guaranteed envelopes for these reports will be

despatched to reach you as soon as possible.

3. Buy your stamps regularly in order to get the money into circulation.

4. Advise your headquarters of any outstanding effort in your school or any outstanding effort of any student, giving details.

5. When you have bought your first \$5.00 certificate for any pupil, write to National War Finance Committee, 240 Wellington Street, Ottawa, for your "Merit Certificate," giving name of your school, grade, post office address. They will forward this Merit Certificate together with gold stars for your room.

6. Do not hesitate to write the National War Finance Committee for any advice or assistance needed.

hand the teacher must remember that he is an educator and wants to mould individual students in preparation for life and life work.

### Aeronautics in the Industrial Arts Program

Quietly and without too much notice, the Aviation Education Research Project has been conducting its work on one of the most important phases of present-day education—inculcation of a vision of the sky as tomorrow's living space for man. Teachers in colleges and schools throughout the country have been "drafted" to conduct studies and prepare materials. A group of eleven public, private, and parochial schools in the New York area are working with groups of high-

school juniors and seniors in developing text materials in the science of aeronautics for pre-flight training. First result of the Project's labors will be a manual entitled: "Aeronautics in the Industrial Arts Program" by Gordon O. Wilber and N. E. Neuthard. Those who have seen the first draft of this manual say it is a practical text, with more than 200 shop projects. The publisher of this manual is to be announced later.

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# HOME ECONOMICS

Edited by ADA A. LENT, B.Sc., H.Ec., A.M.

## THE WAY TO GOOD NUTRITION

Last month we outlined a six-step program for good nutrition. Just to refresh your memory, here are the six steps: choosing the right food, buying, storing, preparing, cooking, and serving this food. This month we give you a list of eight groups of foods which must be included in each day's meals, if optimum health is to be maintained.

**Milk and Milk Products**—At least a pint a day for everyone (more for children); or cheese or evaporated milk.

**Oranges, Tomatoes, Grapefruit;** or raw cabbage or salad greens (at least one of these).

**Green or Yellow Vegetables**—(one big helping or more); some raw, some cooked.

**Other Vegetables, Fruits**—Potatoes, other vegetables or fruits in season.

**Bread and Cereal**—Whole grain products and bread made from Canada Approved Vitamin B flour.

**Meat, Poultry or Fish**—Dried beans and peas occasionally.

**Eggs**—At least 3 or 4 a week, cooked any way you choose or in "made" dishes.

**Butter and Other Spreads**—Vitamin-rich fats, peanut butter when available, and other spreads.

Fruits and vegetables perform essentially the same functions in nutrition—both are among the best sources of vitamins and minerals. They supply energy in the form of starch and sugar. Because of the fact that fruits and vegetables vary considerably in the kinds and amounts of

the different nutrients which they contain, they usually are classified according to the nutrients for which they are considered most valuable. This is the reason that vegetables are listed in three of the eight groups given above.

Group 4, which we shall consider here, is made up of "potatoes and other vegetables or fruits in season." Vitamin C is the primary contribution made by this group to the diet. They also supply minerals, and some of them fair amounts of carbohydrates. If the fruits and vegetables of this group are omitted from the day's meals, there is likelihood that the diet will be lacking in Vitamin C. If, however, citrus fruits and green and yellow vegetables are omitted entirely, the fruits and vegetables in Group 4 become very important as sources of essential minerals and vitamins.

Among the "other vegetables" are: turnips, beets, onions, cucumbers, radishes, celery, lettuce, cabbage, and potatoes. Potatoes are not usually given credit for being the valuable food they are. Appearing as they do on almost every table every day, they contribute appreciable amounts of their nutrients to the diet. Although they do not have a high content of iron, they are a fairly good source of this mineral when eaten every day. Then, too, they furnish some thiamin and riboflavin, as well as Vitamin C. Potatoes are available in all sections at all seasons and, as a rule, are reasonable in price. At least one potato a day is a good rule to follow in meal planning.

Among the fruits which fall in this group are: apples, bananas, berries,

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cranberries, grapes, grape-juice, pears, plums, rhubarb.

The "food rules" in the nutrition program emphasize the importance of serving some raw fruits and vegetables every day, because they yield their maximum in food value and flavor. Emphasis, too, must be placed on freshness. Loss of Vitamin C begins with the removal of the fruits and vegetables from the garden.

Vegetables, to be eaten raw, should be cut in fairly large pieces, and they should not be allowed to stand in water as some of their vitamins and minerals will be lost. They should not be pared long in advance of serving. All fruits should be washed carefully, and those which are pared or sliced should be prepared just before serving. Exposure of cut surfaces to air causes discoloration and loss of Vitamin C.

All fruits and vegetables contain some minerals, with calcium, phosphorus and iron being the most important. These three minerals are the ones most apt to be lacking in the average diet. Cauliflower ranks very high in calcium, being second only to milk and cheese as a source of this mineral.

All fruits and vegetables in Group 4 are sources of Vitamins A and C, and furnish moderate amounts of thiamin (B1) and riboflavin (B2); however, these moderate amounts are important in making up the day's Vitamin B requirement, since few foods are rich sources of the B Vitamins. Potatoes and onions must be considered good sources since they

are eaten in large quantities. When eaten fresh, apples constitute an important source of Vitamin C.

Canned foods, both commercially canned and home canned, are extremely important in the nutrition of our families. Pantry shelves well stocked with home or commercially canned or glassed foods and vegetables provide an ever ready supply of nutritious foods which add interest and variety to daily meals.

More next month about "Six Steps For Good Nutrition."

### A TRIO FROM LONGMANS, GREEN AND CO.

**One Act Plays from Canadian History** by Hilda Mary Hooke, **Jim Davis** by John Masefield, and **Still Lighter Essays** selected and edited by A. J. Merson, each durably and attractively bound and each priced at fifty cents, could well be placed on the shelves of Intermediate or High School Libraries.

The first named contains a selection of plays which are more suitable for reading than for stage presentation on the part of students and which add excellent supplementary material to the Canadian History course in the upper grades.

Based on incidents in the lives of our own ancestors, the eight short plays herein presented give us a picture of the customs and manners of Canada's early settlers which students will find somewhat difficult to stage due to the maturity of the characters and the fairly elaborate settings required. However, as entertaining literature they are excellent.

**Jim Davis** is an adventure story of Britain's Poet Laureate and should certainly appeal to the adolescent with its tale of smugglers and sea fighting.

Perhaps **Still Lighter Essays** may not have the same immediate appeal to the adolescent as **Jim Davis**, but as a means of drawing the student's attention to the essay as a form of entertaining literature Mr. Merson's selection is unrivalled.

Any one of these three volumes from Longmans, Green and Co. would make excellent gifts or prizes for students in Intermediate or High School grades.

# The Banff French Summer School » »

By DORIS J. BERRY

UNDER the abundantly generous protection of the Extension Department, the Banff French Summer School has rolled through its course for the third cycle, leaving in its wake a wider and firmer track than before. It now grants credit which is recognized by the Faculty of Education of the University, and the Department of Education. To encourage those who are as yet floundering in the intricacies of "la belle langue française", and yet make it worth while for advanced students to attend, there are three grades of credit—elementary, intermediate and senior. The latter is granted only to those fluent in the use of oral and written French and, it is hoped, will soon be the aim of all teachers of French in Alberta.

Three scholarships amounting to the tuition fees were granted by the Department of Extension—these were shared by four grade twelve students and two teachers. An additional one was given to a graduate of the College of Education. It is with great joy and gratefulness to the Director of the Extension Department that it is announced that next year again scholarships will be available. The number is not yet known, but further information will be given later.

A further step in the School's organization was made at the final business meeting of the session, when it was decided that the course next summer should last for four weeks instead of the present three. It was felt that the benefit received from the longer time would be well worth the slightly increased tuition fee. A motion requesting more definite affiliation with the A.T.A. was unanimously carried, and immediate steps will be made to try to fulfil this wish.

More completely than ever before, the French atmosphere was created and maintained throughout the whole period. Practically without exception all students were housed in three French Chalets, or in the outskirts of the "Foyer Français". Here French reigned continually, albeit at times it had a struggling existence. At all hours of the day or night anguished tones of "Uhhh . . . Comment dit-on en français?" resounded in the air. Residents rose, ate, washed dishes, attended classes, dined in the main dining-hall, and toiled painstakingly over "devoirs" till small hours of the next morning—all in French. Each chalet was presided over by a thoroughly competent French-speaking hostess who was indefatigable in her helpfulness. Mlle. Idola Saint-Jean of McGill University, Mlle. Beatrice Curotte of Mont-

## STAFF



Professor Albert Cru and  
Mme. Yvonne Poirier

real, and Mme. J. Lambert of Edmonton gave unstintingly of their time and energy from dawn until long after dusk had enveloped the Rocky neighbors. Mrs. Kennedy of the "Foyer Français" did everything possible to promote the interests of the School.

There was no doubt in the minds of anyone who experienced those three weeks in residence as to the value of this all-French atmosphere. Alberta may well boast of its French School which is unique in North America in that it provides a variety of classes given and taken entirely in French, as well as residences where only French is spoken. From Banff one goes with eyes alight and with knees that do not quake, into a class to announce "ici on parle français"—knowing with some degree of confidence that one's accent at least resembles "la douce langue" rather than some Chinese dialect.

The School welcomed back M. Albert L. Cru, Head of the Modern Language Department, Columbia Teachers' College, New York, as its director, with Mme. Yvonne Poirier as assistant. By their versatility, their charm, and their capability they proved themselves equal to all exigencies. With M. Cru at the helm, the demonstration class of twenty children, aged nine to fourteen, was cunningly initiated into the art of French conversation (what new light was shed there on the possibilities of Oral French classes); the niceties of Alphonse Daudet's "Lettres de mon Moulin" took on meaning; and songs to delight the soul and improve the accent were made part of the reper-

toire of the students. Under Mme. Poirier's guidance stumbling accents turned to creditable ones, voices took on French intonations, soaring and descending at the will of the owner (almost), and a straggling sentence turned from English constructions into a semblance of order as the Frenchman sees it.

The course comprised "la lecture expliquée", demonstration class with beginners, diction classes, composition oral and written, and songs. Several afternoons a week were devoted, according to the inclination of the individual, to play reading, games (providing useful ways of teaching vocabulary to beginners), and songs. Three evenings a week Mme. Poirier gave a course on French civilization of the seventeenth and eighteenth centuries, and M. Cru spoke on subjects of his own choosing.

Plans for next summer's school lie in the hands of the new executive chosen at the final business meeting. They are: Honorary president and vice-presidents, M. Albert L. Cru and Hon. Justice Ford, D.C.L., Chancellor of the University; President, Miss E. Catherine Barclay, Calgary; Vice-president, Miss Eleanor McMurtry, Calgary; Secretary-treasurer Miss Doris J. Berry, Edmonton; with Miss Isabel Landels, Lethbridge, as Chairman of the Scholarship committee, and Miss Helen Smith, Calgary, as Chairman of the Housing committee. Any one wishing further information may obtain it from the secretary, Doris J. Berry, Alberta College, Edmonton.

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## BOOK REVIEW

**A First Course in Trigonometry** by Oliver, Winter, Campbell. School Aids and Text Book Publishing Co. Ltd., Regina and Toronto. 269 pp. (including 68 pages of tables).

Here, at last, is a first-course trigonometry text that gives educational and pedagogical considerations a priority over the desire of most writers for a precisely logical sequence and completeness. The arrangement of the material and the methods of presentation are in conformity with the authors' intention to give the student an insight into the practical values of trigonometry. The first part of the text, dealing with numerical trigonometry based on the sine cosine and tangent ratios only, should prove interesting to the student because of its immediate application to real problems of the type which the pupil can understand or even may himself have encountered.

Introducing new material by specific examples and real, concrete problems adds power to the book. In the development of many sections the authors have chosen everyday situations such as an "airman's ceiling" to introduce new concepts. This departure from the traditional method of starting with the general case is characteristic of the spirit of the text. Yet there are, the reviewer feels, still a few cases where the authors have unnecessarily reverted to the older procedure of theoretical development. This is noticeably true in the introduction of the method of solving oblique triangles. Here the authors start with a complete classification

of types and proceed in terms of lettered triangles (in reality generalizations), thereby disregarding the natural sequence of learning which starts with the individual problem and proceeds to the generalization and the classification. Even at this point, however, if judicious introduction by a teacher precedes the use of the text, then the treatment would be satisfactory. And no doubt the authors are justified in assuming such preparation will be given by the teachers.

Many fine teaching features are incorporated into the text. The inclusion of chapter summaries containing the main points and formulae is valuable. The diagrams are clear and well drawn and the pictures increase the attractiveness of the text. Also useful are the self-testing exercises and the review exercises.

The exercises throughout the text show admirably the applications of trigonometry in surveying, astronomy, mechanics and in many other fields. There are sufficient exercises to allow the teacher a selection to meet the needs of any type of class. Almost sufficient alone to warrant the purchase of the text by any mathematics teacher is the collection of exercises in the chapter entitled "Applied Trigonometry."

After there has been developed in Part I of the text an understanding of the methods of trigonometry and an interest in the subject, Part II with its rather compact, analytical work should offer no difficulty to the student who plans to continue his studies in the field of mathematics. The arrangement makes possible the omission of this more theoretical work by



the student who is concerned only with practical trigonometry.

Presented properly as a tool useful in trigonometry, logarithms are developed thoroughly and completely. For the student who has had no previous experience with logarithms the development would be a trifle rapid, necessitating amplification by the teacher. The development of the theory of mantissas, characteristics, interpolation and antilogarithms by the use of specific examples is commendable.

For the teacher alert to the needs of the students this book, because of its arrangement and scope, could serve as an excellent text from which to teach both the student interested in minimum requirements and also the student who desires a more complete treatment.

All remarks up to this point have been made exclusively in terms of the book as a text in trigonometry. Perhaps, since this review is intended primarily for Alberta teachers, a comment or two should be included concerning the text in relation to the Alberta curriculum. In the book no attempt appears to have been made to integrate trigonometry with calculus or analytical geometry. The text would be most useful where trigonometry appears on the curriculum as a separate unit or entity. However it must be noticed that in the Alberta curriculum this is not the case; trigonometry is not a separate unit or subject. Certain trigonometric notions are presented in Grade IX; a chapter in the geometry of Grade X or XI is devoted to trigonometry, and in Grade XII it is combined with Analytical Geometry to form a senior mathematics course which ties in very closely with the Calculus course. The reviewer does not intend to express an opinion concerning the relative merits of the two approaches. The difference between the curriculum implied by **A First Course in Trigonometry** and the

Alberta curriculum is indicated with the hope that each reader will form his own opinions.

L. C. PALLESEN.  
Petawawa Camp, Ont.

### WHY IS IT?

Every time I hear a group of teachers discussing our success in educating pupils, or discussing curriculum revision, questions like these arise: Why is it that in Physics II students argue that if a rod 1 cm. long expands 0.00075 cm. for a rise in temperature of 60° C, then for a rise of 1° centigrade the same rod expands  $0.00075 \times 60$  cm.? Some teachers promptly answer: they never really learned to do such questions down in Division II. Others say the pupils forget. Why is it?

Lest this should appear to condemn the teachers of the lower grades, why is it that students in Algebra 2 persistently divide  $\frac{x-y}{x}$  and arrive at

the answer "minus y"? Did they not learn about this in Algebra 1? Or is it that they never learned the relationship between Algebra and Arithmetic? Last year a student in Algebra 2 confessed that she never could divide by fractions in Arithmetic. She said, "I know there is a rule but I never could understand it." Is the foundation in mathematics produced by our lower grades weak?

Why is it that the Air Force, which takes so many of our high school graduates, has dropped logarithms and trigonometry from their initial training and is concentrating on mental arithmetic? The other day a fellow teacher, now in the Air Force, remarked, "Why, we have actually got to **long division** in our Air Force math." Why does the Air Force have to go back and review these fundamentals?

Why is it that problem-solving ability seems to be so weak throughout the grades? I wish teachers, es-

pecially of Divisions II and III, would answer these questions for me. I have heard answers from many high school teachers, and they usually blame the lower grade teachers!

S. C.

### Trigonometry and Analytical Geometry

The suggestions received from teachers and students indicate several things of general interest:

(1) The inclusion of the work on Air Navigation met with almost unanimous approval, with the oft repeated request for still more practical applications. A widespread hunger for the practical was clearly shown. Teachers will be interested in the book **Mathematics for Electricians and Radio Men**, by N. M. Cooke, published 1942, McGraw Hill, 604 pp. \$4.00 approx., which has applications to trigonometry, including graphs and

vectors; also to Algebra. A good reference book for the school library.

(2) 50 per cent of a group of correspondence students noted their opinion that the explanations given in connection with the use of tables and of logarithms were insufficient. This, with comments from teachers, seemed to be a clear indication that logarithms are often neglected in Algebra 1. One student stated it bluntly: "The explanations are sufficient, for a student in XII should have learned logarithms in XI".

There were other indications of dissatisfaction with the present hiatus in the algebraic training from IX to XI, as affecting the work in XII.

Other points of interest to those teaching the course are:

(3) The correspondence students voted 3 to 1 to say that for them the language of the text is not difficult to understand, although (a) more

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worked examples are needed in specific places, e.g. for polar co-ordinates and for the triangle of velocities; (b) more diagrams are wanted for certain topics, e.g. for navigation, polar graphs, space problems, and for formulas (15) and (16); (c) the last two chapters are too concise and need expansion; (d) leading questions should be dropped from the explanations; (e) there was an expressed need for an index.

(4) The sections which offered most difficulty are: 4 (modulus), 8, 17, 21, 24 (as needing expansion), 30, 38 (the parallelogram law needs elaboration), 39, 52 (table of equivalents; worked examples wanted), 53, 56, 57.

(5) No one commented directly upon the use of the method of co-ordinates as the operating principle of the course. However, the attempt to replace the separate text books of the earlier course seemed to be rated as successful. Some teachers thought the course long, although there were also some who were willing to reserve judgment in view of the late start last autumn.

(6) A supplement giving corrections, etc. may be had for 5c from the School Book Branch.

A. J. C.

## FRENCH SCHOLARSHIPS ♦

Several scholarships will again be offered to students of French who are desirous of attending the Summer School at Banff. Each scholarship will be for the amount of the tuition.

1. At least one scholarship will be available to graduate or senior students attending the University of Alberta during the session 1942-43. The basis of award will be proficiency in the French language as shown by the student's work at the University, and his interest in French from the point of view of teaching it.

2. At least one scholarship will be open for competition to students of grade twelve French in Alberta High Schools. The award will be made on the basis of a comprehension test in French on the grade twelve level, of approximately one hour in length; this test will be written under the supervision of the local high school principal, shortly before Easter, 1943.

Applications for the above scholarships are to be sent not later than March 1, 1943, to Miss Isabel Landels, Collegiate Institute, Lethbridge. Any enquiries concerning these scholarships should be addressed to Miss Landels.

---

## TO THE TEACHERS OF ALBERTA

The Department of Education, Teachers, Superintendents of Schools and Secretary-Treasurers have responded magnificently to the request of the National War Finance Committee in the sale of War Savings Stamps to the pupils.

The claims of all types of war work upon the time of everyone make this effort in the schools doubly appreciated.

Educating students to save is an outstanding privilege of the teachers. Students' savings now provide funds later for higher education or for any other use which the student may choose. In the meantime, it provides a back log of security.

I am confident that Alberta Schools will assist in increasing the total of Canada's school purchases of War Savings Stamps, which last year amounted to nearly five million dollars.

I would prefer to thank personally each and every one of you, for your splendid assistance, but since this is an impossibility I can simply say, "Thank you", and look for your continued co-operation.

Yours sincerely,

FRED E. OSBORNE,  
Chairman,

National War Finance  
Committee for Alberta.

The A.T.A. Magazine

# Local News

## TO SECRETARIES AND PRESS CORRESPONDENTS NOT HEARD FROM:

Please let us have the names and addresses of your Local and Sub-local officers, noting which of these has custody of your official charter or certificate.

For publication in any issue of the Magazine, press reports should be received by this office not later than the 20th of the preceding month. Please limit length of items to 75-100 words.

### ANDREW

The Andrew Sub-local meeting was held at Andrew on September 25th. Mr. J. W. Huculak was elected as President. J. Tomaszewsky as Vice-president, Mrs. Rose Farris as Secretary-treasurer and Press Correspondent. J. Tomaszewsky for Councillor, P. Farris for auditing committee, M. Mativichuk for nominating committee. A part of the Agenda for the next meeting to be held in Kyslew school on October 23rd at 8 p.m. was planned, and should prove very interesting.

### ATA

The first meeting of the Ata Sub-local was held at Jefferson School on Friday, September 4th. Officers were elected as follows: Honorary President, Superintendent Evenson; President, Mr. J. S. Sandercock; Vice-President, Mr. Fergusson; Secretary, Miss R. Wynder; Representative to St. Mary's River Local, Mr. H. West. The topic of discussion was the Salary Schedule.

The second meeting was held at Del Bonita School on October 1st. An outline for the year's activities was presented and accepted. This was a social evening with the Del Bonita staff entertaining.

### ATHABASCA

The business meeting of the Athabasca Teachers' Association was held in McDougall Church, Edmonton on October 15th. Officers for the 1942-43 term were elected; the executive chosen being as follows: President, Mr. B. Walker, Athabasca; Vice-President, Mr. J. MacLean, Boyle; Secretary-Treasurer, Miss Irene Bucholz, Collinton; Press Correspondent, Mr. J. Hannonchko, Boyle. A spirited discussion regarding salaries took place. A report from the previous year's negotiating committee was given by Mr. MacLean. Mr. Kostash, the N. E. Alberta representative on the Provincial Executive, spoke regarding the Vegreville case. Mr. Barnett informed the teachers regarding salary trends in the province and Mr. Parr spoke as a representative of the Divisional Board. The Salary Negotiating Committee elected for the 1942-43 term consists of: Miss Irene Bucholz (chairman), Mr. J. MacLean, Mrs. H. Dinney. An inspiring address was given to the teachers by Mr. Hodgson, superintendent of the Athabasca Division. About fifty teachers attended the Local meeting.

### BELLIS

The reorganization meeting of the Bellis Sub-local was held at the home of Mr. and Mrs. Kupchenko on Friday, October 2nd. The officers elected are: President, Mr. M. W. Rudiak; Vice-President, Mr. V. Kupchenko; Secretary-Treasurer, Mrs. N. Tas-

chuk; Press Correspondent, Miss L. Skoreyko. A general discussion on proposed activities followed. It was decided that meetings will be held every second Friday and it is hoped that all members will attend. At the close of the meeting a delicious lunch was served by Mrs. V. Kupchenko.

### BON ACCORD-GIBBONS

The October meeting of the Bon Accord-Gibbons Sub-local was held on October 1st at the home of Mr. Walker. During the evening a list of films was studied and a number were selected to be ordered from the Department of Extension. It was decided that a small fee be paid by the members each month. At the close of the meeting Mrs. Walker served lunch. The next meeting will be held on November 5th at the Sauder home in Bon Accord.

### BONNYVILLE

The first meeting of the Bonnyville Sub-local was held in the Bonnyville School on October 17th. The following officers were elected for the coming year: President, Mr. Philias Durocher; Vice-President, Mr. W. Sawchuk; Secretary-Treasurer and Press Correspondent, Miss Denise Ayotte.

### BUSBY-PICARDVILLE

The second Busby-Picardville Sub-local meeting for the 1942-43 term was held on October 8th at the home of Mr. and Mrs. Corneliussen in Picardville. The most important part of the program was Miss Dorothy Watson's very helpful and interesting paper on the Activity Program. She also led in a lively discussion. The eight members who were present felt it had been an evening spent in a worthwhile way. The November meeting will be held at Busby.

### BYEMOOR-ENDIANG

The reorganization meeting of the Byemoor-Endiang Sub-local was held on October 1st at Endiang School. The following officers were elected: President, Mr. Tarangul; Vice-President, Miss H. Munro; Secretary-Treasurer, Mr. W. Ellerington; Councillor, Mrs. M. Kenny; Librarian, Mrs. Mechaleon; Press Correspondent, Miss V. Ries; Hostesses: Miss H. Munro and Mrs. Keith. Plans were made for the next meeting. A guest speaker is to be invited. A round-table discussion is to be held on Social Studies in Divisions II and III. The teachers were asked to bring their problems as well as their ideas and suggestions on this topic. The next meeting will be held on November 5th at Byemoor.

### CALMAR

A reorganization meeting of the Calmar Sub-local was held in Calmar on October 6th. Officers elected for the coming year are as follows: President, Mr. W. Fors; Vice-President, Mr. E. Westlund; Secretary, Miss Elma Gill; District Councillor, Mr. C. Pryor; Press Reporter, Miss Anne Washuta. The next meeting will be held at the home of Mrs. Eric Dixon on November 3rd and will be a combined business and social meeting. All teachers of the Sub-local are invited to attend.

### CLANDONALD-DEWBERRY

The organization meeting of the Clandonald-Dewberry Sub-local was held at Clandonald on September 24th, with the Vice-President, Mother Gabriella presiding. Although the weather and roads were very poor, ten members were present to elect a

new slate of officers. The new executive consists of the following: President, Mr. M. Bruce; Vice-President, Mother Gabriella; Secretary-Treasurer, Miss D. Oldenburg; Councillor, Mr. Bruce; Press Correspondent, Miss G. Dunsmore. Resolutions to be discussed at the Fall Convention were drafted and forwarded to the Local Secretary. Plans for the distribution of the travelling libraries provided by the Divisional Board were made. It is hoped that these boxes will circulate more freely than last year. Following the meeting lunch was served by the staff of the Separate School. The next meeting will be held in Dewberry on October 31st at 2 o'clock.

#### CLOVER BAR

At the second meeting of the Clover Bar Sub-local, held in the Masonic Temple on Saturday, October 19th at 10:30 a.m., Dr. M. C. Adamson of the Clover Bar Health Unit pointed out how many of the "Problem Children" of the school room are undetected cases of deafness or defective vision. He suggested an average of two children in every small school have defective sight or hearing. He further stated that inoculation and vaccination are necessary to protect the health of all children, and fears of the child and the parents should be dispelled, for more than 8,000 cases have been treated here without shock or after-effects. Dr. Adamson also pointed out the danger of "open" cases of tuberculosis in the classroom and suggested to the teachers several methods by which such cases could be detected.

Superintendent J. J. LeBlanc spoke on ways and means of improving pupils' grammar and expression. He also suggested methods of obtaining better results in mathematical studies. Mr. LeBlanc commended the teachers for their care and handling of the travelling libraries sent to both public and high schools in the district. He urged that an increasing number of teachers co-operate with the War Finance Board in some form of patriotic service such as the sale of War Savings Stamps and Certificates. Following the addresses, officers were elected: President, Mrs. E. Bushe; Vice-President, Mr. B. P. McEllenay; Secretary-Treasurer, Miss Margaret Renaud; Press Correspondent, Miss Sophia Kordyban.

#### COALDALE

The first meeting of the Coaldale Sub-local was held on Tuesday, September 15th. The following officers were elected: President, Mr. Hughes; Vice-President, Mr. R. Shields; Secretary-Treasurer, Miss M. Esplen; Councillors, Messrs. Baker, Allan, and Hughes; Press Correspondent, Miss E. McCann.

The second meeting was held on Wednesday, October 14th at Coaldale, with 22 members and two guests present. The first item of discussion was the circular "Young Canada's Rally Day". The pros and cons of such a program were discussed, and each

school decided to do what it could. The Fall Convention was discussed, and an earnest appeal was made to all to attend the Local and General A.T.A. sessions. It was also resolved that we support the \$1,000 minimum and ask the negotiating committee to continue working for the same. Mr. R. Shields was elected as our representative to the Salary Negotiating Committee. A delicious lunch was served by Miss Peck and Mr. Wade.

#### COLINTON-PERRYVALE

The Colinton-Perryvale Sub-local held its reorganization meeting on October 3rd in the Colinton School. The following officers were elected: President, Mrs. R. S. Adamson; Vice-President, Mr. A. B. Nimko; Secretary-Treasurer, Miss L. R. Scott; Press Correspondent, Miss M. G. Bennett. The meeting was addressed by Mr. Hodgson. Brief plans were made to carry out a "Reading Survey". The last Saturday of each month was set as the date of our Sub-local meeting. We will meet again October 31st in the Colinton School at 2 p.m. to discuss questions submitted regarding "Procedures in the Classroom." At the close of the meeting lunch was served by the teachers of the Colinton School. Mrs. Adamson, as hostess, poured our wee drop o' tea.

#### CZAR-HUGHENDEN

On Saturday September 26th the reorganization meeting of the Czar-Hughenden Sub-local was held at the home of Mrs. D. A. Coutts. The following officers were elected for the forthcoming year: President, Mr. G. Mealing; Vice-President, Mr. H. E. Fykes; Secretary, Miss Esther Henderson; Press Correspondent, Miss Beryl Thompson. The third Saturday in every month was set as the date for future meetings. It was decided that the Gates' Reading Tests should be used again this year. A bountiful lunch was served by the hostess at the close of a very successful meeting.

#### DERWENT

The Derwent Sub-local held its reorganization meeting on September 26th in Derwent. The following executive for 1942-43 was elected: President, Mr. D. Chrapko; Vice-President, Mr. W. Sharek; Secretary-Treasurer, Mr. M. Podealuk; Press Correspondent, Miss Lorna Stogre; Social Committee, Mrs. M. Podealuk, Miss Mary Greckol, Miss Catherine Faryna, Mr. W. Bober; Movie Committee, Miss Mary Greckol, Mr. J. Melnyk, Mr. D. Chrapko. This was followed by a discussion regarding the salvage campaign and the organization of the year's work. After the meeting a delicious lunch was served by Mrs. D. Chrapko. We will meet again on October 16th.

The October meeting was held in Brierfield on the 16th. Mr. D. Chrapko was elected councillor. A talk on "The Life of Voltaire" was given by Mr. Chrapko followed with a talk on "The Integrated Activity Programme" by Mr. Podealuk. Mr. J. Melnyk covered the details of the new salary schedule. Discussion followed. Plans were made to do more for the men on active service from Subdivision 5, other than merely through the Red Cross. Other discussions regarding the Community Service Programme, Sale of War Savings Certificates and Projector Route took place. Mr. and Mrs. M. Podealuk served a delicious lunch at the close of the meeting. Our next meeting will be held at Willow Range on November 13th.

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## EDGERTON

On October 17th the Edgerton Sub-local held a meeting in the Edgerton School. The following officers were elected: President, Mr. L. McLeay; Vice-President, Mr. Burns; Secretary, Miss E. Jones; Press Correspondent, Mrs. B. Belik. Plans for the coming year were discussed and an effort is to be made to get all the teachers out to the meetings. The next meeting will be held at Blooming School on November 7th at 1:30 p.m. Please be there, teachers.

## EGREMONT

The first meeting of the Egremont Sub-local was held on September 24th at the home of Miss Catherine Redmond, to elect an executive for the coming year. The following officers were elected: President, Mr. M. Tanasuk; Vice-President, Mrs. Pauline Wynychuk; Secretary, Miss Catherine Redmond; Councillor, Mr. Donald Murray; Press Reporter, Mr. Hilaire E. Beriault. There followed a short discussion about the first of a series of war pictures given by the University of Alberta Department of Extension. A delicious lunch was served by the hostess.

## ELK POINT

The loyal teachers of the Elk Point Sub-local held a dynamic meeting at the home of Mr. R. E. Beattie on September 26th. In the course of the meeting the following officers were elected: President, Mr. R. E. Beattie; Vice-President, Mrs. H. McQuillan; Secretary-Treasurer, Mrs. C. Petaaske; Press Correspondent, Mr. Kenneth Gels; Councillor, Mrs. L. W. Sumpton. A programme for the year was set out and the next meeting called for the last Saturday in October.

## FAIRVIEW

Fairview Sub-local reorganized with seventeen members present in the Fairview Rural High School on September 26th. Vice-President Miss K. Thompson conducted the meeting. Mr. Gillies and Inspector W. Dean gave instructive talks and opened two lively discussions. Officers for 1942-43 elected include: President, Mr. C. J. Maaur; Vice-President, Miss K. Thompson; Secretary-Treasurer, Mrs. H. Bubel; Press Correspondent, Mrs. Marguerite Kelsey; Councillor, Mr. D. E. Peterson. Meetings are held on the last Saturday of each month in the High School.

## FAUST-KINUSO

The first Fall meeting of the Faust-Kinuso Sub-local was held in Kinuso teachers on Saturday, October 3rd. The officers elected for the coming year were as follows: President and Councillor, Miss Mary MacArthur; Vice-President, Miss Irene Kueffer; Secretary-Treasurer and Correspondent, Mrs. Edna Hadley. Plans were made to attend the Convention to be held in High Prairie, October 6th and 7th. Arrangements were made to have necessary plaques put on various individual and school cups awarded at the Track Meet, held on May 30th. The idea of having teachers visit various schools to observe teaching methods, work done, etc. was further discussed, and is to be put into practice as soon as possible. Various problems of teachers were discussed and a program outlined for next meeting. Lunch was served by Mrs. Hadley.

## FORESTBURG

On October 7th the Forestburg Sub-local held its first meeting for the current school year at the Forestburg School. Mr. I. C. Birdsell was re-elected President and I. Stewart Secretary-Treasurer. Other officers

are: Vice-President, Mr. J. Brown; Councillor, Miss F. Fay; Press Correspondent, I. Stewart. It was decided to meet on the first Saturday of each month at 2 p.m., the meetings alternating amongst Forestburg, Galahad, and Hastings Coulees. Next meeting to be held at Galahad on Saturday, November 7th. Following the business meeting there was an informal discussion of current problems. One vexing problem is the disadvantages with regard to covering the school courses for the year facing senior pupils in the rural districts, where they are nearly all patriotically doing their bit towards helping in the pressing shortage of harvest help.

## GRASSWOLD

The Grasswold Sub-local held its first meeting at the home of Mr. Nickel. The following officers were elected: President, Mr. Nickel; Vice-President, Miss G. Hunt; Secretary-Treasurer, Miss J. Green; Councillor Mr. N. Bragg; Press Representative, Miss C. McIvor. After the meeting games and lunch were enjoyed.

## HOLDEN

A meeting of the executive of the Holden Local was held on Thursday, September 24th, with 12 members present. Superintendent McLean was present and spoke briefly on plans for the Fall Convention and musical festival. The salaries of the teachers of the Division were checked. Some difficulty was experienced, as several of the teachers had neglected to return to the secretary forms containing the necessary information.

## LAC STE. ANNE

The teachers of the Lac Ste. Anne Local held their annual convention in Edmonton, October 15th and 16th. They agreed to support the Vegreville teachers in every possible way to win the award granted by the Board of Arbitration. The teachers were unanimously in favor of holding a convention next fall but thought that the size of the convention should be reduced. A motion was passed to the effect that the Lac Ste. Anne teachers sponsor their own convention next fall. The following executive was elected for the year 1942-43: President, Mr. G. M. Crawford; Vice-President, Mr. C. X. Seeley; teacher representative at board meetings, Mr. K. J. Rabkin; Secretary-Treasurer, Mr. F. J. Woodhouse.

## MACLEOD

On the evening of Wednesday, October 7th, the first meeting of the Macleod Sub-local for the fall season was held in the Home Economics room of the Macleod school. The result of the election of officers was: President, Mr. M. Silito; Vice-President, Mr. E. Pitt; Secretary-Treasurer, Miss Dora Doucian; Councillors, Miss Larson and Miss Misner of Granum School staff; Refreshment committee, Miss Margery Campbell. Miss Doucian consented to act as Press Correspondent. A discussion was held on the advisability of changing the meeting day as not many have been able to attend on Saturday afternoons, and it was decided to have the meetings on Wednesday evenings in order to give members from Granum an opportunity to be present. The matter of Fall Convention was brought to the attention of the members. Representatives were chosen from each division of the school to be present at each section of the Convention in order to be able to lead discussions at the next Sub-local meeting which was set

for Wednesday, November 18th. The meeting adjourned and lunch was served by Mrs. Moses, Miss Rea and Miss Campbell.

#### REDWATER-OPAL

The reorganization meeting for the year 1942-43 of the Redwater-Opal Sub-local was held at the Ufford School at Redwater on September 16th. Mr. Chaba called the meeting to order, and election of a new executive followed. The following were elected: President, Mr. W. Chaba; Vice-President, Mr. Lysne; Secretary-Treasurer, Miss A. Kozluk; Press Correspondent, Miss S. A. Sawka; Councillor, Miss A. Kozluk. A short discussion followed on the projection lantern. A committee of two, S. A. Sawka and N. Krachy, was appointed to take charge of rental of films. It was decided by the teachers present to hold a Hallowe'en Novelty Dance at the Redwater Hall on October 31st. The regular meetings will be held on the first Wednesday of each month, the next on October 7th at the Hill Point School. At the close of the meeting Miss Kozluk and Miss Sawka served lunch.

#### SMOKY LAKE

On September 19th the Smoky Lake Sub-local held its reorganization meeting at which the following were elected: President, Mr. G. Kolotyuk; Vice-President, Mrs. Mary Lobay; Secretary-Treasurer, Mr. J. Dubets; Councillor, Mr. H. Holowaychuk; Press Correspondent, Miss A. Pelech; Social Committee, Miss M. Manderson, Miss H. Gushta and Mr. N. Holowaychuk. Plans were made for the coming year. Notable features of each of the meetings will be an educational discussion and a social, in form of games, contests or other similar activities. Meetings will be held on the first Saturday of each month.

The second meeting was held on October 3rd. The possibilities of a Parent-Teacher Association and the Revision of the High School Programme received considerable attention. Mr. Holowaychuk gave the teachers a preview of the Fall Convention and urged them to attend the meetings. Arrangements were made to circulate the projector. At the conclusion of the business section contests and musical games were enjoyed. A delicious lunch was prepared and served by the Social Committee.

#### THREE HILLS-TROCHU

The Three Hills-Trochu Sub-local met on Tuesday evening, October 13th, at Trochu for the second monthly meeting of the year. Enterprise work and the Victory Loan were topics of discussion. A school book exhibit was contemplated. The rural teachers were urged to attend and reminded of possible post-war "slumps".

#### TOMAHAWK

The Tomahawk Sub-local held its organization meeting in the Tomahawk High School on October 3rd and elected the following officers for the present year: President, Miss Mary Willets; Vice-President, Miss Ruby Dekane; Secretary-Treasurer, Mr. Johann Overbo; Councillor, M. McGinn; Program Committee, Miss Wallston, Miss Krause, Miss Livingston. Everybody felt that the programs this year should be made up chiefly of teacher and pupil demonstrations followed by discussions of teaching methods. The meeting was closed with a very delicious lunch served by Mrs. Johann Overbo and Miss Mary Willets.

#### VILNA

The first meeting of the Vilna Sub-local was held on September 19th in the Vilna High School. The following members were chosen for the executive: President, Mr. William Filewych; Vice-President, Mr. Wm. Strashok; Secretary-Treasurer, Miss M. Komhyr; Press Correspondent, J. M. Repka. The topics discussed were: Moving Picture Circuit, Music Appreciation Records Circuit, and Enterprise Education.

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The second meeting was held on October 3rd at the same place where a Moving Picture Schedule was drafted for all eighteen school rooms. Then a lively discussion took place in Open Forum, the topic being "Enterprise Teaching in Rural Schools." All meetings will be held on the first Saturday of each month at 2 p.m. in the Vilna High School. Please be on time.

#### WETASKIWIN

The first meeting of the Wetaskiwin Local was held in Edmonton on Thursday, October 15th. The main business was election of officers for the following year, which resulted as follows: Honorary President, Mr. J. Scofield; President, Mr. R. F. Henderson; Vice-President, Mr. H. W. Burpee; Secretary-Treasurer, Miss D. Bean; Vice-Secretary-Treasurer, Miss A. Spencer; Press Correspondent, Miss E. M. MacLaren; Track Meet Committee, Mr. J. Blocksidge, Mr. V. Wybert, Miss L. Rosenberger; Salary Schedule Committee, Mr. L. Wilson, Mr. Combe, Miss E. Gimblett, Mrs. Enarson, Miss Von Arx; Convention Committee, Miss Ferguson, Miss D. McDonald, Mr. O. P. Larson. Various committee reports were given and the meeting adjourned.

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